DOCUMENT RESUME

ID 097 635

88

CS 001 373

TITLE

Final Evaluation Report of the Sensory Adjustment for Effective Reading (SAFER) Project for the Encinitas

Union School District.

INSTITUTION

California State Dept. of Education, Sacramento.

Bureau of Program Planning and Development.;

Encinitas Union School District, Calif.

SPONS AGENCY

Bureau of Elementary and Secondary Education

(DHEW/OE), Washington, D.C.

PUB DATE

Aug 73 123p.

EDRS PRICE

MF-\$0.75 HC-\$5.40 PLUS POSTAGE

DESCRIPTORS

*Individualized Programs; Kindergarten Children; Primary Grades; Reading: *Reading Diagnosis; *Reading

Improvement: Reading Instruction: *Reading Programs:

Reading Skills: *Sensory Training

IDENTIFIERS

Elementary Secondary Education Act Title III; ESEA

Title III

ABSTRACT

This final report on Sensory Adjustment for Effective Reading contains information related to the two major objectives of the reading program: to diagnose and treat sensorily deficient kindergarten and primary children, and to individualize the kindergarten and primary reading program utilizing sensory information. Activities conducted to achieve these objectives involved screening tests for vision and hearing and diagnostic tests administered for language development, phonic needs, and reading level. Reading instruction consisted of a two hour reading period, one hour with a paid teacher aide and one with volunteer aides. Language experience was emphasized with dictated and creative story writing. Speech and phonic diagnosed students were provided experiences in small group or individual sessions with both teacher and teacher aide directing their learning. Evaluation of the program indicated that K-3 screening and diagnostic sensory testing was completed successfully and individualization did occurr in 77 percent of the classrooms. However, treatment grade level groups did not achieve significantly over control groups in reading at posttesting. (WR)



US DEPARTMENT OF HEALTH.

EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DICCED EXACTLY AS RECEIVED FROM
THE PER DICK DICKEN ASTOR OF DEVICE
AT NOT THE CENAR, IN REPRELENTOFF, ALMATICAN, NOT TOTE OF
EDICATION POSTON ON POLICY

RECEIVED ** ** * 1973 ESEA, Title III

FINAL EVALUATION REPORT

OF THE

SENSORY ADJUSTMENT

FOR

EFFECTIVE READING (SAFER) PROJECT

FOR THE

ENCINITAS UNION SCHOOL DISTRICT

Education Evaluation Consultants San Diego State College August 1973



24,0



- 100 mg

TABLE OF CONTENTS

			PAGE
COMPONENT	I	STATISTICAL DATA	3
COMPONENT	II	DATA FOR UNITED STATES OFFICE OF EDUCATION	7
		Cover Page	8
		Part I - Staff Development	9
		Part II - Extent of Adoption/Adaption	9
		Part III - Extent of Participation	12
		Part IV - Staff Participation/Higher Education Cooperation	16
		Part V - Abstract	19
		Part VI - Products Of Project	21
COMPONENT	III	PROGRAM NARRATIVE REPORT	22
		Context	
		The Locale	23
		The School System	24
		Needs Assessment	25
		Historical Background	26
		Program	
		Scope of the Program	28
		Personnel	29
		Organizational Details	31
		Activities or Services	36
		Instructional Equipment and Materials	38
		Budget	42
		Parent-Community Involvement	43
		Special Factors	45
		Dissemination	47



din ...

#5 # # # # # # # # # # # # # # # # # #	•	4
Table of Cont	cents (Cont.)	PAGE
	Evaluation Narrative	
	Choosing Participants	48
	Describing Participants	50
·	Measuring Changes	52
•	Presenting Data	53
	Analyzing Data	55
	Interim Objectives and Findings	56
	Project Objective and Findings	68
	Evaluation Data - Appendix	71
	Summary of Measurement Data by Grade Level	72
	Summary of Objectives Accomplished	76
,	Summary of Project VS Comparison Group Gains	79
	Code List For Identifying Evaluation Measures	82
	Appendix	83
	The Relationship Between Attendance and Achievement	84
	Confirmation Letters	85
COMPONENT IV	FINANCIAL REPORT	88
	Expenditure Report	89
	Inventory of Equipment	91
	Project Phases And Per Pupil Costs	92
	Claim For Reimbursement	93
APPENDIX		94
	Inclass Speech Activity Sheets	95
	Test of Phonics Skills	120



COMPONENT I

STATISTICAL DATA





California State Department of Education 721 Capitol Mall Sacramento, California 95814

Bureau of Instructional Program Planniz and Development

ESEA TITLE III STATISTICAL DATA Elementary and Secondary Education Act of 1965 (P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR	County	DistrictCode	Project #	Туре	
STATE USE ONLY					
SECTION A . PROJECT IN FORMA					
& REASON FOR SUBMISSION OF THE		10)		2. IN ALL CAS	ES EXCEPT INITIAL
A INITIAL APPLICATION I	FOR TITLE SION	CONTINUATION	FOR ON GRANT	PROJECT N	
C ;		Report			<u>#0520</u>
& MAJOR DESCRIPTION OF PROJEC (Check one only)	4. 7	YPE(S) OF ACTIVITY	(Check one or more		
A II INDVATIVE C ADA	APTIVE A	PLANNING OF PROGRAM	6 0000	ACTIVITIES E	CONSTRUCTING
B EXEMPLARY		PLANNING OF CONSTRUCTION	ON D OPER	TION OGRAM	REMODELING
8. PROJECT TITLE () Words or Lass)					
Silv C. Aljunto mi	l Tur Bri	ែលសាស្ត្រ ក ្សាល	Mina (SAFE	TR)	
6. BRIEFLY SUMMARIZE THE PURPO					AREA OF MAJOR
reading skills of k implementing this e instruction than in	enriched	and individ	lualized p	rogram of	freading
implementing this e instruction than in	enriched schools	and individusing the	lualized p conventio	rogram of nal read:	freading
implementing this e instruction than in	enriched schools	and individ	lualized p conventio	rogram of nal read:	freading
implementing this e instruction than in	enriched schools	and individualing the	iualized p conventio	rogram of nal read: ITEM NUMBER ode)	f reading ing program.
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District	enriched schools	and individualing the	iualized p conventio	rogram of nal read: ITEM NUMBER ode) nitas, Ca	freading
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District	enriched schools	and individualing the	iualized p conventio . Cio. Suid. Zo C	rogram of nal read: ITEM NUMBER ode) nitas, Ca	f reading ing program.
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY San Diego	enriched schools	and individualing the	eet, Enci	rogram of nal read: ITEM NUMBER ode) nitas, Ca	f reading ing program.
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY SAN Diego 11. NAME OF PROJECT DIRECTOR	enriched schools with the school 18	and individualing the using the DORESS (Number, Street	ivalized p convention in City, State, Zip Concression 42nd	rogram of nal read: ITEM NUMBER ode) nitas, Ca	f reading ing program. 8 alifornia 920
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY San Diego	enriched schools with the school 18	and individualing the using the open of the street of the	ivalized p convention in City, State, Zip Concression 42nd	rogram of nal read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.)	reading Ing program. 8 Alifornia 920 PHONENUMBER (B. 753-5252 AREA CODE
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY SAN Diego 11. NAME OF PROJECT DIRECTOR	enriched schools whool 18	and individualing the using the coress (Number, Street) Doness (Number, Street) O Melba Roa Califo	ivalized p convention. i. City. State. Zep Concertsion. 42nd i. City. State. Zip Concertsion. 42nd d. City. State. Zip Concertsion.	rogram of nal read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.) as, 4	reading Ing program. 8 Alifornia 920 PHONENUMBER (B 753-5252 AREA CODE 714
implementing this einstruction than in 7. HAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. HAME OF COUNTY San Diego 11. HAME OF PROJECT DIRECTOR J. Lloyd O'Connell	enriched schools won 6. As chool 18	and individualing the using the open of the street of the	ivalized p convention. i. City. State. Zep Concertsion. 42nd i. City. State. Zip Concertsion. 42nd d. City. State. Zip Concertsion.	rogram of nal read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.) as, 4	PHONENUMBER (B 753-5252 AREA CODE 714 PHONE NUMBER (B
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY San Diego 11. NAME OF PROJECT DIRECTOR J. Lloyd O'Connell 12. Name of Authorized A	enriched schools with school 18	oness (Number, Street Deness (Number, Street Melba Roa Califo	in alized pronvention i. City. State. Zep Coret, Enci 42nd i. City. State. Zip Coret. d. Enciniteria 9202 i. City. State. Zip Core. i. City. State. Zip Core.	rogram of read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.) as, 4	PHONE NUMBER (B 753-5252 AREA CODE 714 PHONE NUMBER (B 753-1152
implementing this einstruction than in 7. NAME OF APPLICANT (Local Educe Agency) Encinitas Union Son District 9. NAME OF COUNTY San Diego 11. NAME OF PROJECT DIRECTOR J. Lloyd O'Connell 12. Name of Authorized A	enriched schools with school 18	and individualing the using the paress (Number, Street O Melba Roa Califo Coness (Number, Street O Mess (Number, S	in alized pronvention i. City. State. Zep Coret, Enci 42nd i. City. State. Zip Coret. d. Enciniteria 9202 i. City. State. Zip Core. i. City. State. Zip Core.	rogram of nal read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.) as, 4 ode) (Bus.)	PHONENUMBER (B 753-5252 AREA CODE 714 PHONE NUMBER (B
implementing this einstruction than in 7. HAME OF APPLICANT (Local Educa Agency) Encinitas Union Son District 9. HAME OF COUNTY San Diego 11. HAME OF PROJECT OFFECTOR J. Lloyd O'Connell	enriched schools with school 18	and individualing the using the paress (Number, Street O Melba Roa Califo Coness (Number, Street O Mess (Number, S	in City, State, Zip Convention i. City, State, Zip Convention	rogram of nal read: ITEM NUMBER ode) nitas, Ca NAL DISTRICT ode) (Bus.) as, 4 ode) (Bus.)	PHONENUMBER (E 753-5252 AREA CODE 714 PHONE NUMBER (E 753-1152 AREA CODE

SE	CTI	ON A - Continued								
76	ICC	SY THE HUMBER OF EACH ONGRESSIONAL DISTRICT INVER		COUNTIES SERVED		1		H. LAYEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCA- TION AGENCIES SERVED		
		•		Tal number of A's served	2			هـ ه	96.0	o
Mar			POI	TAL ESTIMATED PULATION IN GEO- APHIC ARRA SERVED .					•	
SE	CJ.	ION B - TITLE III BUDGI	T SUMM	ARY FOR PROJECT	Include ama	unt from	item Ze	below)		و إلى والمدادة و المدادة و
١.				PREVIOUS OE GRANT NUM	BER	Beginni (Aboth,	NG DAT	E ENDING		FUNDS REQUESTED
	A.	Initial Application or Resubmission				July	1970	June	197	\$ 23,669.0
	в.	Application for First Continuation Grant				July				\$ 25.868.0
	c.	Application for Second Continuation Grant				July	1972	June	1973	\$ 20.200.0
	0.	Total Title III Funds	******* * ·							169 737 D
	€.									•
L	Col	mplete the following it facilities for which T	ems only	if this project in funds are requested	ludes cons l., Leave b	truction lank if	not ap	isition, r propriete,	emode l i	ng, or lessing
	٨									
		4 CONSTRUCTION OF	FACILITI	ES 5 ACQUIS	tion of Bu	ilt-in e	DUIPMEN	NT.		
	•	1. TOTAL SQUARE FEET I PROPOSED FACILITY	N THE	2 TOTAL SQUARE FOR TO BE USED FOR			r c	AMOUNT OF REQUESTED		
		***		****			.	8		· · · · · · · · · · · · · · · · · · ·



1. Project Subjects	2. Handicapped Education
1.1 🖾 - Language Arts (Development)	2.1 - Mentally Retarded
1.2 — Fine Arts	2.2 — Hard of Hearing
1.3 — Foreign Language	2.3 Deaf
1.4 — Mathematics	2.4 Speech Impaired
1.5 🗖 - Science	2.5 - Visually Handicapped
1.6 — Social Science, Humanities	2.6 — Seriously Emotionally Disturbed
1.7 — P.E., Recreation, and Health	2.7 🔲 - Crippled
1.8 - Vocational Education	2.8 - Other Health Impaired
1.9	
Guidance, Counseling, and Testing	
3.1 — - Counseling with Handicapped	3.8 Follow-up and Drop-out Studies
3.2 — Group Guidance Activities	3.9 — Inservice Training
3.3 — Group Counseling	. 3.10 — Use of Community Resources
3.4 — - Career Guidance and Counseling	3.11 / - Curriculum Development
3.5 — Counseling with Special Proble	
3.6 — Use of Paraprofessionals	3.13 Consultation with Teachers
3.7 — Parent Conferences	3.14 / - Program Evaluation and
	Development
. Grade Levels	
4.1 — Preschool (indicate ages 3 or	4)
4.2 🗷 - Elementary (indicate grades K-	-6) <u>K-3</u>
4.3 Secondary (indicate grades 7-1	12)
4.4 — Junior College (indicate grade	es 13-14)
4.5 — Adult	
. Is your project an adoption or adaptati	ion of another Title III project? 🔲 Ye
	A No

100 mm

7

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION



COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1.	#0520 Project No. 2. Sensory Adjustment Project No. Sensory Adjustment Local Educational Agency Local Educational Agency Local Educational Agency Recipitate Project Title Encinitate Encint	stri
4.	Robert L. Prickman, Ph. D. Name of school official responsible for this report 753-1152 Address 5. J. Lloyd O'Connell Name of Project Director 753-5252	
6.	Phone No. The 1972-73 school year has been 6.1 The first year of operation.	
	6.2 The second year of operation. 6.3 X The third year of operation.	
•	7. Enter the following ending dates: Ending date for first year June 30, 1971 Ending date for second year June 30, 1972 Ending date for third and final year June 30, 1973	



The report should describe project staff development activities that took place during the period July 1, 1971, through June 30, 1973. If no project staff development activities occursed, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73								
(1)	(2)	No. of workshops, conferences and seminars						
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	held by to Dissemi- nation to spread informa- tion about project		Combina- tion of dissemi-	Other, such as in-service education. Specify (Use back of this page.)			
<u> </u>		8	8	. 2	51			

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

↓ •		ject is bei funds expi				No TIL B	ощо тети	Ø1 001	
2.	represe	answer is had not some some in your so	stimate o	f the de	e around agree of a	the one doption	figure v /adaptio	which b n of th	est e
	20%	30%	40%	50%	/60%/	70%	80%	90%	/ 100%



		i
4.1 Fallbrook Union P. O. Box 698	4,11'	•
Fallbrook, CA 92028		
4.2 Goronade Unified	4.12	
706 Sixth Street Coronado, CA 92118		
4.3 Vista Unified	4.13	
200 Michigan Vista. CA 92083		
4.4 Roway Unified		/
13626 Twin Peaks Poway. CA 92064		
4.5 Lemon Grove		
8025 Lincoln Street Lemon Grove, CA 92045		
4.6 Julian Union		
P. O. Box 337 Julian. CA 92036		
.7 Oceanside Unified		
2111 Mission Avenue Oceanside, CA 92054		
8		
9	4.19	



ize instruction such as

testing and teaching.

Title III Areas of Influence

As Proj	ject Directo	r and/or after consultation	n with dist	rict o	r county personnel involved:
1.	Name	ovd O'Connell	Title	Proje	ect Director .
2	Name Tec				ipal of project school
3	Name Dr	David Ford	Title	Educe	tion Evaluator
(LEA). items : ranked	Loave bland to 7 (or'ng l and 2. No ping skill a	k any items that do not ap	ply and additions to the oughout the	l other list) LEA t	r local educational agency categories as desired. Rank . Give examples only on items he impact was greatest in amples
4	Spacial pro Neode assessimplementat	ject development sment, goal setting, plann ion, etc.	ing (writin	lo (B	e this space to give examples items ranked 1 and 2.
	Staff train Resulting in	<u>ing</u> n added skills or attitudi	nal change		Increase knowledge in phonics testing and remediation. Degalopment
3	Parental in Bringing pas school activ	volve <u>ment in the schools</u> rents into more direct con vities	tact with		of classroom management techniques. Instruction- al aide training in
7	Community in Instances of parents	nyolyement f community participation	other than		phonics, speech testing, and sprescriptive teachin Language experience approach to reading.
5	Evaluation formation	competencies and use of ev	aluation in	<u>=</u> 2.	Development of Dr. Tread- way's Phonics Test, speech
	Materials: o	oducts developed by the properticulum guides, AV matericulum guides av matericulum guides, av matericulum guides av mater	rials, etc. use of aid	63 ,	therapy activities in Auditory Memory, Visual Memory, Orammatic Closure, Sound Blending. Overhead projector first grade reader transparancies. Parnet and teacher developed learning games
6	Have the pro	and accounting procedures of the procedures of t		d 4.	Teacher Handbook Use of learning centers to individualize instruct Use of aides to individual ize instruction such as

Other - Please explain



^{*} As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact

Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

<u>Direct Participation</u> - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

	Staff who	se stude partici		direct	Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
Schools (a)	Elemen- tary (b)	Secon- dary (c)	Elemen- tary (d)	Secon- dary (e)	Elemen- tary (f)	Secon- dary (g)	Elemen- tary (h)	Secon- dary (i)
Public	18	0	0	0	11.	0	0	0
Nonpublic	2	0	0	0	1	0	C	0



PART III (Continued)

The totals in the following 4 tables must agree one with the other. do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

1	_	 _
777	~ ~	 - 1
•	A 11	

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (/) pro- gram area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading	"	517	\$20,200.00
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
llandicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			•
Other Programs			
	Total	517	l

Table II Provide unduplicated counts of students by grade levels. See instructions below:

	T	a.	b.			c.	d,	е
	School	Eurollment	Direct Project	Participants	Indirect	Project Participants		
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	.,	-
re K		1						-
K	202	0	120	0	82	0		11 10
]	214	31	133	31	81	0		147
2	197	29	124	29	73	The second secon	-07	1
3	213	30	140	30	73	0	_81	- -44
4	191				·			
5	206							-
6	808							-
7								-
8					ļ			-
9					<u> </u>			1
9 10 11)							-
] [-1
12								1-
ngraded					700		81	39
OTALS	1431	90	517	90	309		مبطياتيس	نكسب

- Include the total enrollment in the local educational agency. Column a.
- Include only the target population. Column b.
- Column b. & c. See definitions of direct and indirect for both columns.
- Include an estimate of the number of target population students who have Column d. been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.
- Include an estimate of the number of students within the local educational the control and benefit Column e.



Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Ru	ral	Metropolit	Metropolitan					
Farm 31	Non Farm 486	Low Socio- Economic	Other O	Other Urban O	517			

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
2	0	103	10	402	0	517

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I		27.1
Total of Column b. (Public School), Tab	le II	517
Total of All Categories, Table III		517
Total of All Groups, Table IV		517

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.

Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.

Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.

Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.



PART III (Continued)

Table V

Provide Number of Schools in the Project.

Elementary	Public 2	Nonpublic 1
Secondary	0	0

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note beloge)
Number of	0	0	54	0	120	105

Note f	or Column	(g) check popu	lations included	in the n	umber entered	above
78	Childre	n from non-Eng	lish speaking env	ironment	•	
5	Neglect	ed and delinque	ent children.	·		
22	Gifted	<u>O</u> N.H.	O EMR	0	Dropouts	
0	Other (specify)	•			



PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds. Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.

Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)			
Administrators and/or supervisors					
Teachers	·	figetioning groups person and or some open open person open or a common or a common open. I to before the common details of these of the test of the series of the common open.			
Prokindergarten	0	0			
Kindergarten	4	4			
Other elementary 1-6					
Secondary 7-12	0	0			
Other	0	Ö			
Subject matter specialists	.07				
Technicians	0	0			
Pupil personnel workers		1.1			
Health services personnel	1				
Researchers and evaluators	.10				
Planners and developers					
Disseminators					
Other professionals					
Paraprofessional education aides, etc.	4				
Other nonprofessional	0	0			

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Ta	b l	e	1	J	Ţ	Ι	T	

Comp	1	et	•	e	а	Q	d	f	r	e	c	t	e	d	_
COMP			_	•	-	•	•			•	•	•	•	•	-

Number	of	consultants	, paid	l by !	Title	: III	Lunc	is	9		
Number	of	consultant	days	paid	for	by T	itle	III	funds	9.5	



PART IV (Continued)

Tante	TV			

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Ti	imate Carefully tle III Funds nt on Training
Orientation sessions up to one week's duration	0	\$	<u> </u>
Inservice workshops in regular term of one session to four-weeks' duration	26	\$	50.00
Inservice workshops in regular term over four-weeks' duration	0	\$	00
Inservice workshops in summer 1972 one session to four-weeks' duration	19	\$	600.00
Inservice workshops in summer 1972 over four-weeks' duration	0	\$	<u> </u>
College credit courses - regular term	0	\$	0
College credit courses - summer term	0	<u> </u>	0
Number of aides (nonprofessional staff) who at title III Inservice:	tended		
Inservice workshops in regular term of one session to four-weeks' duration	4	\$	75.00
Inservice workshops in regular term over four-weeks' duration	0	\$	0
Inservice workshops in summer 1972 one session to four-weeks' duration	1	\$	0
Inservice workshops in summer 1972 over four-weeks' duration	0	\$	0
College credit courses - regular term	0	\$	0
College credit courses - summer term	0	<u> </u>	O



PART IV (Continued)

complete	as dire	cted	•		•									•
	f nonpub -73 term						ta f f	invol	ved :	in Ti	ile II	(I ins	ervice	in
able XI		•				 			···			*****		والمراجات المراجات
	mber of esigned				•					in a ?	fitle	III,	1972,	summer
rades	Pre K	к	1	2	3	4	5	6	7	8	9	10	11	12
eachers	0.	3	4	3	4									
ides	One	(1)	Aide	at	mult	i-lev	el							
tudents					10								1	
You a	and/or m	embe:	rs of	your	Proje	ect st	aff 1	may ha	ive wo	orked	with	higher	r educa	ation
You a rsonnel ormal a rticipa fers to		the imal); ers thout	1972-7 , and to ser	the concentration	oject extent s peri tion.	year (cos formed Plea	(las t and with	t year d hour n remu	ive wo	e are any ion.	inte coope Info	rested ration rmal p	i in ti n. For partic:	he type rmal ipatior
You arsonnel articipal fers to	and/or m during nd infor tion ref help wi	the imal) ers thout ach constant ying sed	1972-7, and to ser tremuof the and/o (progr	the evices neral following devices and dev	oject extent s peri tion. lowing velopi evelop	year (cosformed Plea ; ing de oment)	(las t and with se es	t year de hour nemustimat	ive wo	le are any ion.	e inte	erested eration ormal pumber number	i in the second of the second	he type rmal ipation an-days
You arsonnel articipal fers to	and/or m during nd infor tion refi help wi d with e Identif to be u	the mal) ers thouse ach consider the sed of	1972-7, and to ser the the and/o (progr	the evices neral following devices am decomposition	oject extent s peri tion. lowing velopi evelop t; (2)	year (cos formed Plea ing de oment) num	(lasi tandise es	t year in the time to the continuation of man	ive wo	le are any ion. cost	intecoope Info : and educat proc	erested eration ormal produces ormal erational	i in the formation of many process and	he type rmal ipation an-days duresinfor
You arsonnel ormal articipal fers to sociated	and/or m during nd infor tion ref help wi d with e Identif to be u (1) \$2	the mal) ers in thouse ach construction of the second seco	1972-7, and to ser tremu of the and/o (progr 00 evaluation.	the cost	oject extent s peri tion. lowing velopi evelop t; (2) help, t; (2)	year (cos formed Plea ing de ment) num i.e. num	(last and with see estable). Siral aber aber aber aber aber aber aber aber	t year of man evelop	ive wo	le are any ion. cost cost cost cost cost cost cost cost	intercoope Info : and ducat proc : proc : ams (erested eration ormal promate edures ermal e	proces to be and	he type rmal ipation an-days duresinfor e usedinfor raining
You a resonned ormal as reticipal fers to sociated (a)	and/or m during nd infor tion ref help wi d with e Identif to be u (1) \$2 Search for eva (1) \$2	the mal) ers in thouse ach is sed in the sed	1972-7 , and to ser t remu of the and/o (progr 00 evaluation. 0.00 i/or i staff	the vices neral following devices am devices ton cost	oject extent s peri tion. lowing velopi evelop t; (2) help, t; (2) mentir	year (cos formed Plea ing de oment) num i.e. num	(last and the siral and the si	t year of man evelop	ive wo	le are any ion. cost cost cost cost cost cost cost cost	intercoope Info : and ducat proc : proc : ams (erested eration ormal promate edures ermal e	proces to be and	he type rmal ipation an-days duresinfor e usedinfor raining

(1) \$ 0 cost; (2) number of man-days: 0 formal and 0 informal

	STATE	TOTAL		F ROM (Month and year)			ionth en	d year)	1	
PROJECT ABSTRACTS (858A, Tille III)	California	PROJECT	July 1, 197		0 June 197					
			bing with I	nandit	apped	Cuttas	AU MUC) era be	18 11411	
OTE: If project involves complete the infor	handicapped children and/or mation on the back of this fo	r personnes wor	2012						·	
COMPLETE THE INTO	matter on the sect of the						HTEE			
ITLE OF PROJECT	metion on the back of this for			SAFI			MTEE		19	

The teachers conduct a two hour reading period, one hour with a paid teacher aide and utilizing volunteer aides such as parents and students during the second hour. Language experience is emphasized in the K-1 grade program with dictated and creative writing stories. Speech and phonic diagnosed students are provided experiences in small group or individual sessions with both teacher and teacher aide directing their learning. Audio-visual equipment augments the individualized reading program. Especially at the kindergarten augments the individualized reading program. Especially at the kindergarten level, the Peabody Language Development Kit is used to augment vocabulary and language experiences.

MAJOR OBJECTIVES

- To diagnose and treat sensorily deficient kindergarten and primary
- To individualize the kindergarten and primary reading program utilizing sensory information.

ACTIVITIES TO ACHIEVE OBJECTIVES

Screening tests are administered for eyes and hearing. Diagnostic tests are administered for language development, phonic needs, and reading level. These screening tests are administered by an optometrist for eyes and school nurse screening. The diagnostic reading and language development tests are administered by the diagnostic reading and language development tests are administered by the teacher aides who have received inservice and report findings is teachers who direct prescriptive teaching. Parents receive results of all testing and receive training in language experience. Individualized instruct testing and receive training in language experience. Individualized instruction is conducted by the teacher and aide in the classroom through specific language and reading activities, utilizing both personal contact with student as well as reading oriented equipment contact.

EVALUATION STRATEGY

Pre-post test standardized reading scores and gain scores for treatment and comparison groups. Analysis of variance between experimental and control post test results and correlations on speech activities and ITPA pre-post gain scores.

EVALUATION FINDINGS

K-3 screening and diagnostic sensory testing completed successfully and individualization did occur in 77% of classrooms. However, treatment grade level groups did not achieve significantly over control groups in reading at posttesting.



HANDICAPPED PROJECT PARTICIPATION ONLY . ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED. PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE IJI FUNDS

TYPE OF HANDI-	NUMBER OF CHILDREN SERVED					OF PR	L-TIME EQ DJECT PER ITH TITLE	SONNEL	PAID	PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
CAPPED CHILDREN SERVED	9-5 YEARS	6-12 YEARS	13-18 YEARS	19 A OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(0)	(6)	(c)	(4)	(0)	(n	10	(h)	(t)	(I)	(k)	(I)	(m)	(n)
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) 81													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) 0111								_					
(11) TOTAL													

2, NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

	EGRO	INCIAN	ORIENTAL	SPANISH SURNAME	(Other than Spanish sumame)	OTHER	TOTAL
Student Participants	(6)	(e)	(4)	(0)	(0)	(N)	(h)

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

	CATEGORY	•	NUMBER
(1) Urban Areas (over 50,000)			
(2) Rural Areas funder 2,500)			
(3) Other Demographic Areas (from 2.500-50,000)		•	
(4) TOTAL (Sum of lines (1), (2), and (3))			

INSTRUCTIONS

4. CHILDREN SERVED — Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap (in public and non-public schools) and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children (I) who received direct services from personnel paid with Title III funds and/or (2) who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening of audiological testing, etc. Column I should equal columns b, c, d, and e,

PROJECT PERSONNEL — Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours of more per week for the number of hours in a requ-

lar work week, as determined by the State or local education agency). They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and a

IN.SERVICE TRAINING — Finter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column a should equal columns k, l, and m.

- 2. NON-PUBLIC SCHOOLS Of the total number of handicapped children served with Title III funds (1.111), (f), indicate the number who attended non-public schools.
- 3. DISTRIBUTION BY ETHNIC GROUPS Finter in the appropriate columns b, c, d, e, f, and g an undiplicated count of the handicapped children served with Little III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.
- 4. DISTRIBUTION BY DEMOGRAPHIC AREAS Self-explanatory.

^{*} TMR . Trainable Mentally Retarded; EMR . Educable Mentally Retarded; HM . Hard of Hearing; Slaspeech Impaired, VI . Visually Impaired, ED . Emotionally Disturbed; CR . Crippled; LO . Learning Distabled; OHI - Other Health Impaired



		Teacher Guide	Information Sheet Instructional Activity Sheet	BEST COPY AVAILABLE
	III Annotations	SAFER Teacher Guide Project No. 1 Grades K-3	SAFER Class Inventory List Project No. 2 Grades K-3 SAFER Speech Activities Froject No. 3 Grades K-3 SAFER Dr. Treadway's Phonics Test Project No. 4 Grades 1-3	
	II Date mailed to Title III	To be mailed SAFE summer of Proj	SAFER Proje Proje SAFER Dr. I	•
	I Product(s) Developed	Curriculum guides Teacher guides Handbooks of materials, techniques, and procedures Monograph Biblicgraphy	ts settes sletters ar workbooks, y developed	Maps Pictures Posters Records Set Slides/tape Vieumasters Video Tape (Other)
RIC				

PART VI - PRODUCTS OF PROJECT

ERIC Full Text Provided by ERIC

FINAL PROJECT REPORT ESEA. TITLE III

COMPONENT III

Program Narrative Report



The Locale

BEST COPY AVAILABLE

- 1. What is the locale of the program?
- 2. What is the density of the population?
- 3. What are the population trends?
- 4. What are the major occupations of people in the locale?
- 5. What is the unemployment rate or trend?
- 6. What proportion of families in the locale are receiving welfare assistance?
- 1. Locale: The school district is located 30 miles north of San Diego. It is a coastal community that is unincorporated with a population of approximately 15.000.
- 2. Density: Density is approximately 500 per square mile.
- 3. Population Trends: The North portion of San Diego County is now in the state of growth and within the next five to ten years most of the area between the coast and five miles inland will be very densely populated.
- 4. Major Occupations: The industrial development near Encinitas is related to computers, atomic reactors, two medical centers, and the University of California at San Diego as well as aircraft and rocket related companies which require highly skilled and professional personnel.

Since we are also adjacent to the large city of San Diego, many of our local citizens are in service connected fields such as salesmen, insurance, workers indepartment stores, and other such service related companies.

Encinitas is also a center for flower growing, and the labor force in this industry is primarily Mexican-American and unskilled.

- 5. Unemployment: 5.2% in San Diago County.
- 6. Welfare Cases: The proportion of families who are receiving welfare in the district is approximately 8%.



21

The School System

- 1. What grade levels do the schools serve?
- 2. How many pupils are there in the school system? How many schools?
- 3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
- 4. What is the per pupil cost of education in the school system?
- 5. What is the recent financial history of the school system?
- 1. Grade Levels: The school district serves grades K-6. The 7th and 8th grade students are contracted and receive service from the San Dieguito High School District.
- 2. Enrollments: There are 1.560 pupils in the school system who are served in four elementary schools.
- Enrollment Trends: The district might be considered as a rapidly growing district. Over the past 10 years our growth has been less than 1%; however, we are now growing at the rate of between 10% and 20%.
- 4. Cost Per Pupil: The rate of per pupil expenditure is \$736.00.
- 5. Financial History: The recent financial history shows that in 1971-72 we had an ADA which represented K-8 of 1865 students and an assessed valuation per ADA of \$25,944.00. In 1972-73 our district tax rate was \$1.919 and our assessed valuation was \$51,721,175.00.



Noeds Assessment

REST COPY AVAILABLE

- 1. What was the starting point for needs assessment?
- 2. How were the specific needs of the pupils identified?
- 3. What were these specific needs? Which were selected for the program?
- Early Need Assessment: Teachers and parents, prior to the project development had expressed concern about the dirth of specific reading diagnosis that was available on problem readers. This project was an attempt to correct that situation and place in the hands of parents more accurate information so as to specify prescriptive lessons both inhome and inschool. To intensify the need for a diagnostic prescriptive reading program, it was determined by the analysis of the May 1969 Stanford Reading Test results that our second graders at Ocean Knoll School were showing less than one year's growth in 60% of the children tested. Second graders also showed achievement below Q3 in 57% of the pupils taking the reading test. The principal of Ocean Knoll School had noted several poor readers in the intermediate grades who, after eye evaluation, showed inability to properly see the printed page. Another need was the fact that the district was small, we did not have district staff that was able to institute an inservice reading program to improve the effectiveness of the teachers at the primary reading level.
- 2. Pupil Needs were identified through two criterion 1) the Stanford Achievement Test results and 2) teacher-parent discussions.
- 3. Survey of Specific Needs: It was determined that the district needs were the following:
 - a. Inservice to improve staff competancies in diagnosis and prescriptive reading;
 - b. To test diagnostically pupils in the primary grades for effective eye, hearing, language, and phonetic abilities;
 - c. To develop a program to improve the Mexican-American child's effective language and reading ability.
 - d. To offer strong reading program for the gifted child.
 - e. To establish a multi-media center in order to improve the program for all the students within the school.

Selected for the program from these identified needs were the following:

- 1.0 To diagnose and treat sensorily deficient kindergarten and primary children.
- 2.0 To individualize the kindergarten and primary reading program utilizing sensory information.

Historical Background

- 1. Did the program exist prior to the time period covered in the present report?
- 2. Is the program a modification of a previously existing program?
- 3. How did the program originate?
- 4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
- 5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.
- 1. No. The program did not exist prior to the time period covered in the report.
- 2. No. This was not a program modification but a program that had not been previously done.
- 3. See Need Assessment
- 4. Parents and teachers were interested in trying the program and there were few parent, school, or community problems that had to be overcome. I think one of our biggest concerns was the introduction of the eye screening program and what reaction we might have within the eye specialists community. To this date I have had one complaint from an adaptive program in another school district which questioned the school district's right to screen and refer the results to the parent. This was resolved through increasing the communication to the parent as regard to the testing procedure.
- 5. In retrospect I would endeavor to determine more fully the following:
 - a. Proven effectiveness of consultants. In the initial year we used five consultants. The reading consultant did not give appropriate inservice to staff and mid-year we had to change. The director of the program should have consulted with the Department of Education, San Diego State College, in order to establish the reading consultant's ability to direct the inservice.
 - b. The phasing in of the diagnostic and prescriptive treatment might have been more successful if we had started at the kindergarten level the first year and then had continued to expand the prescriptive treatment and diagnosis into first, second, and third grades. This effort would probably have given us more intensified inservice at each level.
 - On the successful side, the following points are:
 - a. Where the consultant was well organized, these programs tend to be more successful which was very true with the eye screening and certain phases of the speech or language work. The reading diagnosis and prescription took many months of planning and adjustment.

(over)



The non profit private schools were invited to participate in the inservice programs but did not have any opportunity to help in the planning of the program. The planning aspect was not made possible because of the fact that the director of the program was involved with being a principal as well as writing the project and his effort was fractured between several responsibili

Other agencies involved in planning were the San Diego Speech and Hearing Clinic and State College Bureau of Educational Services and Research, and San Diego County Optometric Society.

The Speech and Hearing Clinic were interested in doing some research on preschool education at the time, and we felt that the use of a portion of the Illinois Test of Psycholinguistic Abilities might yield helpful support to the reading program. Mrs. Fredericka Zink who, at that time, was a qualified physical therapist was assigned research director and gave quite a bit of time in establishing the administration of the test and activities.

The Bureau of Educational Services and Research gave the director a great deal of time in writing the project and subsequently establishment of objectives and activities.

The San Diego County Optometric Society had previously established a program for schools using the modified clinical eye screening program that was established in Orinda Schools sponsored by University of California School of Optometry. We were fortunate to have the service of Dr. David Davison who earlier had researched this same program for preschool children in the East Bay area.

BEST COPY AVAILABLE



PROGRAM

BEST COPY AVAILABLE

Scope of the Program

- 1. What numbers and kinds of participants were served by the program?
- 2. What were the specified objectives of the program?
- 1. The participants were from the first, second, and third grades during the first year of operation. After the first year we included the participants from kindergarten through third. Two schools were involved, Ocean Knoll and Capri; and, therefore, we can consider them as two primary departments. Thenumber of participants were as follows: (This is a combination of Capri and Ocean Knoll K-3 pupils)

1970-71 - 367 1971-72 - 500 1972-73 - 517

- 2. The specified objectives of the program were:
 - 1.0 To diagnose and treat sensorally deficient kindergarten and primary children.
 - 2.0 To individualize the kindergarten and primary reading program using the sensory information.



Personnel

1. What kinds and numbers of personnel were added by the program?

2. What were their most important duties and activities?

- 3. How much time did each type of personnel devote to these responsibilities?
- 4. What special qualifications suited personnel to the requirements of their jobs?
- 5. What special problems were dealt with in recruiting or maintaining staff?
- 1. Essentially the personnel utilized in this reading project were consultants, teachers, and teacher aides. The number of consultants varied according to the project objectives; however, the consultants were one reading consultant, one eye consultant, one nurse on hearing (not added to the program), one speech consultant, teachers, 8 instructional aides, 2 summer consultants 1971, one consultant teacher aide 1970; and 7 summer consultants for 1972.
- Reading Consultant: To give inservice in language experience, phonics and phonetic activities, and individual assistance to teachers.
- 2b Eye Consultant: To train eye screening aides and administer eye screening examination.
- 2c Murse: To screen with an audiometer K-3 students and disseminate referrals on hearing tests and eye tests.
- 2d Speech Consultant: Train speech aides in administration of ITPA test, to supervise language activities inclass by teachers and instructional aides. Improves and adds to speech activities.
- Teachers: Supervise instructional aides, coordinate appropriate prescriptive activities in relation to diagnosis, and employ individualizing activities in sufficient numbers to motivate dilldren's reading opportunities.
- Instructional Aides: To administer the ITPA, Phonics, and Frostig Tests. Present activities to target students diagnosed by ITPA Tests and to administer activities in phonics and retest on periodic basis. Employ language experience techniques to develop individual child stories.
- Teacher Aide Consultant 1970: Was to describe most effective way that stair might utilize a teacher aide and to give inservice to the aides on how to work with individual small groups of children, how to work with the teachers, discipline techniques, and motivational approaches.
- Summer consultants 1971: Summer 1971 inservice was to give overview to Safer emphasizing language experience, phonic techniques, use of materials, and evaluation and its place in the total project.
- Summer Consultants 1972: Summer 1972 workshop was intended to offer inservice in approaches to individualization within a reading program, enrichment activities related to language experience, and ways to develop increased classroom language experiences through dramatization, story telling, creative filming, and individualized reading games.
- Reading Consultant:
 Eye Consultant:
 Nurse:
 Speech Consultant:
 Teachers:

Teacher Aide Consultant: Summer Consul. 1971: 51 das. Summer Consul. 1972: 7 - 1/2 da.

each

Teachers: 180 days
Instructional Aides: 180 days (3 hr. days)

Qualifications:

1. Reading Consultant: the consultant for reading was a college instructor teaching elementary reading at Cali'omia University at San Diego and President of California Language Experience Froup as well as lecturer at a variety of reading conferences.

2. Eye Consultant: The consultant for eye screening test was an optometrist who was in general practice and had taken an inservice program on the administration of the modified eye

screening program.

3. Nurse: Hearing administrator was the school nurse who possesses a Health and Development Credential and also had received a credential in the administration of hearing tests.

4. Speech: The speech consultant has a degree in speech therapy from Stanford University, was Chief Speech Therapist at Children's Hospital, San Diego and was speech pathologist for San Diego Speech and Hearing Center.

5. Teachers: All staff members have valid California credentials.

6. Instructional Aides: Educational background ranged from high school diploma to graduate of a four year university program.

7. Teacher Aide Consultant: Professor of Education at San Diego State College, Director of 'Title III Reading Project utilizing teacher aides.



Organizational Details

BEST COPY AVAILABLE

- 1. What is the period of time covered by your report?
- 2. How much of the entire program does this cover?
- 3. Where were program activities located?
- 4. What special physical arrangements were used in these locations?
- 5. What provisions, if any, were made for periodic review of the program?
- 6. What important decisions were made on the basis of such reviews?
- 7. What provisions, if any, were made for inservice training?
- 1. This report covers the past school year 1972-73.
- 2. This period of time, therefore, covers 1/3 of a three year project which was begun in July of 1970.
- 3. These program activities have been centered at two elementary schools, Capri and Ocean Knoll, within the Encinitas Union School District, Encinitas, California.
- 4. The program activities were housed within the target classrooms of kindergarten through third grade, and the only physical arrangements necessary were the addition of a large six foot table for a listening center and a space provided for the teacher aides phonics and speech therapy activities. Cost of providing the teacher aide space was assumed by the district.
- 5. Provisions for a periodic review of the program was made by the evaluator who initially provided a review summary to each staff member so that she fully understood what was expected. Feedback was given by the evaluator to the project director who acted upon specific recommendations. These observation periods occurred 9-8-72, 12-1-72, and 5-15-73. We enclose summary reports.
- 6. Meetings with individual teachers and teacher aides were initiated so that discrepancies were understood by the staff.
- 7. Inservice training was offered prior to the opening of school over a one and one-half day program. Teachers were also encouraged to make visitations to other schools which were utilizing individualized approach, and the project director planned opportunities to discuss specific project matters with individual teachers.



BEST COPY AVAILABLE SUPERING RELORT OF THE FIRST SAFER OBSERVATION PERIOD

The following report is a summary of in-classroom observations of the SAFER project which took place at Ocean Knoll and Capri schools from November 16-28, 1972. Several recommendations have been added which should be of assistance to teachers and aides for improved program success.

Classroom observations occurred in 18 rooms:

Third grade = 5 Combination 1st-2nd = 2 Kindergarten = 4Second grade = 4 First grade = 3

Record Keeping

100%

64%

All kindergarten and first grade teachers are maintaining lists of alphabet letters learned by individual students.

All first, 3 second and 3 third grades are maintaining phonics sheets and charts.

One aide in a second grade administered the phonics test however scores have not been recorded and follow-up activities are not being given.

The 2 combination 1st-2nd grades are not maintaining phonics **b**. records and will not be testing until after the first of the year (1973). One of these teachers has administered a teachermade phonics test.

c. *One aide in 2 third grade classrooms was absent and her records

were not available for observation.

61% Language Experience Approach Kindergarten: 2 using individually as students are ready l using as total class experience once a week

l not using at all

First Grade: not observed in use (2 rooms had pictures and stories posted around room and another had student made LEA books in room) First-Second Combination: 1 used at first of year but now only with slow students

I not using at all (slowed down too much at beginning of year due to not enough aide/parent help to continue LEA follow-up)

Second Grade: I began individually, now using as total class project l uses for class projects and with several individual students

l began with three students, now not at all

1 not using at all

Third Grade: I uses as class project

l uses individually with three students

3 not using at all (2 teachers stated they were new to the project and unfamiliar with LEA)

Individual Reading Programs Developed

1. Reading groups brought together for a purpose 56% Kindergarten = 1 First-Second = 2 Third = 3 Second = 2First = 2

Each student reads books individually (Grades 2-3) avoiding basal texts

Second Grade: in 1 classroom 8 students reading from library books with the rest of the class reading half of the time from basal readers and the other half from library books of their choice two rooms reading from basal texts and library books of students choice with each student reading at own rate



18%

```
BEST COPY AVAILABLE
                                                                             '33
 0% 3.
         No contract systems in use.
         Level of individualization appropriate for class
28%
         Kindergarten = 2
                                 Third = 2
         First = 1
56%
         Student assumes some responsibility for own learning
         Kindergarten = 2
                                 Second = 2
                                 Third = 4
         First = 2
         One first grade room two small reading groups were being directed
              by individual students reading orally
          Two third grades have completely individualized programs for all
              students
         The remainder of classes above students assume responsibility
              for their own learning after assigned tasks have been
              completed and/or during free time
         Students select options among series of alternatives
67%
                                 Second = 4
                                                     (observed taking place
         Kindergarten = 3
                                 Third = 3
                                                      during free time)
         First = 2
         Students reading books individually
56%
         Kindergarten = 3
                                 Third = 4
         Second = 3
          Teacher holds conferences with individual students
                                                                    Third = 3
17%
     Teacher directs aide to perform SAFER reading and speech and hearing
72%
     Kindergarten = 3 (1 aide not in room due to schedule change)
     First = 3 (1 aide in one classroom absent)
     Second = 4 *
     Third = 3 (1 aide in 2 classrooms absent)
Combination lst-2nd = 2 and*1 second grade utilizing their aide almost
          entirely reading with individual students or in very small groups
     Aide Activities Observed LEA dictation: First = 2
11%
     Phonics: Ki .lergarten = 1; Second = 3; Third = 2
33%
     Speech + Hearing: Kindergarten = 2; First = 2; Second = 3; Third 2
50%
     Reading with individual students or small groups:
33%
          lst-2nd comb = 2; Second = 3; Third = 1
 6%
                   Third = 1
     Word games:
     Assisting individual students around room on teacher assigned tasks
 6%
          (some non-project tasks): Kindergarten = 1
     Teacher and Aide weekly evaluate speech and hearing progress
Second = 1 Third = 1 (both daily)
11%
     Teacher uses speech and hearing information to plan learning activities

First-Second = 1 Third = 1
11%
```

17% Record Player = 3

11%

22%

6%

Typewriter = 2 (Teachers')

Phonics We Use Games = 4 .

Classification Game = 1

Materials and Equipment observed in-use

Tape Recorder = 6

Overhead Projector = 1

Filmstrip Projector = 2



33%

6%

11%

BEST COPY AVAILABLE Activities Observed Related to Specific Grade Levels Kindergarten:

Administer La Mesa Readiness Test = 1

Utilize Peabody Kit = 1

Utilize LEA sight method to teach basic reading concepts = 1 First Grade:

Uses Metropolitan Readiness Test to diagnose class needs = 2

1 teacher charted but no follow-up

2 teachers stated administration was too late to be of much use to them (1 felt they already knew the students by then and the other felt students had already done a tremendous amount of work and learning previous to administration)

All students reading in graded reading materials

1 teacher using vocabulary acquisition from another techniques other than IEA

Students able to print approximation of any letter by Jan., 1973 = 2
Teaches comprehension skills utilizing 5 methods:

Instruct in use of context clues while using LEA = 0

Utilizes cloze procedures = 0

Asks story related questions based on 6 comprehension categories: Supporting detail = 1

Sequence = 0

Relationships = 0

Inference = 0

Main idea = 0

Making judgements = 0

Listens to students answers to questions making them aware of other ramifications or specific concepts contained within textured materials which would alter answer = 0

Uses Directed-Reading-Thinking activity as aid to reading comp. = Second Grade:

Uses LEIR materials in:

Talking = 0

Reading = 0

Creative Writing = 2

Listening = 0 Provides each student with card containing 7 steps = 1

Third Grade:

Teach all phonic skills through individualized activities based on diagnosed need = 2

Phonics record keeping needs to be implemented in 3 classrooms at Cap Recommendations IEA meterials and techniques need to be used more consistently in 2.

kindergarten and first grades.

Teachers unfamiliar with LEA and those not using LEA need to observe and/or converse with teachers who are for methods, techniques, organization, aide utilization, etc.

Teachers interested in individualization need to observe and gain information from those teachers running more individualized rooms.

- Students need to play a more active role in their own learning other than during free time. This could be accomplished through increased individualization and conferencing individually.
- Teachers and aides are working too independently of each other in most classrooms. Ideally, according to the program concept, aides are working to aid the teacher in diagnosis towards the goal of individualization. Teacher resistance towards phonics & d speech



and hearing record keeping was observed to be due largely to the fact that most teachers do not use this information to plan their own classroom reading activities and are not always very familiar with what the aide is doing in these areas. One way of handling the above would be to hold periodic meetings specifically related to remediating any existing problems and/or to offset possible future problems. These meetings could also be used to increase coordination and sharing of project activities between those teachers already carrying out SAFER activities in their classrooms and those teachers who feel they need additional assistance and information before they can more fully implement SAFER into their classrooms.



BEST COPY AVAILABLE

Activities or Services

1. What were the main activities (or services) in the program?

2. How were these activities (or services) related to specified program objectives?

3. What methods were used in carrying out each activity (or service)?

4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?

5. How were pupils grouped for the various program activities?

6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?

. How did pupils (or others) receive feedback on their individual daily progress?

8. How did parents receive feedback on their child's progress?

9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?

10. What special provisions were made for motivating pupils (or others)?

11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

The main activities of the program might be broken down into three areas: 1) evaluation of each student's need which consisted of clinical eye screening tests, hearing tests, diagnostic phonics tests, and sub-tests from ITPA - visual memory, auditory memory, sound blending, and grammatic closure; 2) individualized instruction activities within each target classroom such as language experience, prescriptive phonics activities, enrichment reading experiences, prescriptive speech therapy activities based on diagnosed needs and language development through use of Peabody Language Kit, cassette materials, and film strips; 3) parent activities such as volunteer instructional aides and inhome speech therapy.

The first main activity of diagnosis of pupils' individual needs was carried out in many different ways; eye screening was administered by Dr. Robert Davison, an optometrist, with the aide of volunteer parents; hearing tests were administered by the school nurse through the use of the audiometer; diagnostic phonics tests were administered by the teacher aide on a pre and post test basis after pupil success with five administered phonic activities; and lastly the ITPA activities were carried on and coordinated by both staff and aides. Activities were presented sequentially and performance was judged on success on each specific activity on an increasing degree of difficulty.

The diagnostic aspect of the main activities was accomplished on an individual basis. Each child was tested separately both for eye, hearing, and diagnostic ITPA as well as phonics. The diagnostic scheduling was carried out during the months of September and October so that early utilization of this information could give us the greatest assistance in providing for the needs of the child. In the diagnostic procedure pupils were taken by grades; for example, in eye screening 15 students were tested on a rotating basis and each child took approximately three minutes. Again the school nurse took the youngsters by grade for hearing tests. In all of the diagnostic work the entire kindergarten grades were diagnosed and only the new students in grades one, two, and three.



out by prescribing within the classroom structure specific activities which were based upon the diagnostic test administered for phonics and speech therapy. Depending upon the number of needs, the child received a 15 minute instructional period per activity in the area of speech therapy. In phonics the aide worked with the youngsters on an individualized basis, but the teacher was more group oriented in her instructional methods. This latter activity was a daily program for the child. Language experience was emphasized on a daily basis in the kindergarten through dictated stories and continued through grade one with a somewhat reduced time factor because of additional requirements at the first grade level. The enrichment activities occurred on a daily basis; however, the youngsters rotated to interest areas and they did not receive the same treatment each day. Language enrichment was treated on a daily basis.

The third and last main activity of parent participation was stressed during the early part of the year by soliciting parents to provide additional individualization in the classroom through taking dictated stories, directing an oral reading program, and working on making and encouraging game activities within the class. The inhome speech therapy was administered through an orientation meeting whereby no more than six parents were given the opportunity to have an aide or project director describe the diagnostic speech need of their child and the activities to correct the same.

- 6. In the individualized inclass activities, the maximum grouping would be 1 to 15 with probably 1 to 10 ratio in most instances.
- 7. The feedback due to the fact that the aide was working on a one-toone basis with the child was immediate. The teacher's praise was more
 generalized in her group work although each of the teachers strived
 to recognize the individual program of the child through behavioral
- 8. In most instances parents received feedback through parent-teacher conferences or in the case of eye and hearing tests, notices were sent to each child needing sensory adjustment.
- 9. see above.
- 10. See above.
- 11. I have no knowledge.

BEST COPY AVAILABLE





Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?

2. What other major items of equipment and materials did the program

require? In what amounts?

3. How were key aids and materials used in connection with the various

program activities?

- 4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?
- 1. Special materials developed and adapted for the program were:
 - a. An augmented activity list developed by Mrs. Frederieka Zink from San Diego Speech and Hearing Clinic on visual and auditory memory, sound blending, and grammatic closure. She not only used these activities but found three other sources and made a composite plus took suggestions from teach aides and teachers to refine the activities. The needs on this particular activity were determined by the teacher aides who administered the screening tests in the above areas.
 - b. Dr. Treadway's phonics test was a second piece of material that we developed. We used it for determining phonic needs, and we have a second test that is used to determine each child's improvement.
 - C. A third adapted piece of material is in the vision testing area. San Diego County Optometric Association provided us with forms which we are continuing to use with staff and with parents. This material gives the school data relative to the optometric findings. The parent referral describes these findings and suggests further diagnosi
 - d. We adapted Dr. Silvaroli's Informal Classroom Reading Inventory and did use this for determing comprehension skills. The inventory was administered by the aide as well as the phonics test.
- 2. Enclosed is a list of equipment and materials that was utilized in the program.
- 3. In our materials listing under "Test Materials" these items were all administered in the first of the year to determine student needs. With the exception of the Reading Readiness and the Cooperative Primary Test the instructional aides administered the test. The latter tests were administered by teaching staff.

Speech materials were utilized in the classroom by both aides and teachers. In the majority of cases such as using the Sequence Pictures through Picture Sequence Cards in the list, the material was used in either a very small group or in a one-to-one situation with the child. The Peabody Language Kit was usually handled in the classroom setting with the total class.

The reading materials listed were utilized in various ways. Miami Linguistic Readers were used with youngsters who had difficulty in



English and were primarily Mexican extraction. The Encyclopedia Britanica materials were used to motivate creative writing situations in the classroom by the teacher and gave assistance to the teacher with oral language improvement.

The Wise Owl Series was used to give the child graded materials so as to not overly challenge the youngsters in his vocabulary reinforcement reading. This is also true with the Beginning Reading Series by Dr. Seus and the Scholastic Paperback Series. These materials were housed in classroom sets and used by each project classroom teacher.

"Phonics We Use," a kit of phonics games was used as a free-time activity during the reading period as an individualizing approach and was used to specifically help youngsters with specific phonics needs as previously diagnosed. Teachers and parents would develop classroom phonics games to continue this reading individualizing.

Student Folders were used to maintain language experience stories and vocabulary words with each child which helped increase the child's sight vocabulary and experiences with word and phonics development.

3-M Wallensak tapes were placed in each building and were used on a need basis by the project staff.

The audio-visual equipment purchased was used to individualize the reading program within each classroom. The overhead projector was used for vocabulary development for use with the State Series in Reading which were placed on transparancies. The Cassette Tape Recorders were placed in each project classroom, and the teachers had three sets of materials to individualize. One was Sights and Sounds, a series of books and tapes emphasizing a literature approach. Book Bags was a set of again stories on tapes with the books. Teachers had blank tapes and used many of their Scholastic paperbacks placing the stories on the tapes narrated by staff as an augmentation to the reading/listening program. Match and Check is a vocabulary development program for the kindergarten and used by each project teacher at the kindergarten level. Alphabet Stepping Stones was purchased as an opportunity for children to practice their initial alphabet. Film Strip Projectors were placed in each classroom as an individualizing approach for reading and teachers used this as a learning center for stories or film strips and other such areas that students might show interest in. The Primary Typewriter was utilized by staff to develop creative stories that were intended for book production. The Listening Table was used as a classroom center for the tape recorder and headsets as a listening area.

4. Yes, there was differences. The control schools did not have the added materials or equipment for individualizing nor did they have the opportunity for inservice to the extent that the exp imental schools received. I feel that the experimental schools provided more testing and more individualization with regard to pupil need.





BEST COPY AVAILABLE

ENCINITAS UNION SCHOOL DISTRICT Encinitas, California

SAPEN PHOJECT

Equipment and Material inventory:

Speech Materials

- * reabody Language Development Kit
- * sequence rictures
- * Association rictures
- * Spatial Helationship Cards
- * Auditory-ramiliar Sounds
- * pre-writing pesign Cards
- w Color Blocks
- / ricture Sequence Cards

rest materials

- * informal Reading inventory (silvaroli)
- * Phonics Test (Dr. Gerald Treadway)

Perception Test (Dr. Marianne Frostig)

Templin-Darley Articulation Test

Illinois Test of Psycholinguistic Abilities

(Grammatic Closure, Auditory Closure, Auditory Memory,

Visual Memory, Sound Blending)

Metropolitan Readiness Test (First Grade)

Cooperative Primary Reading Test (Second and Third Grade)

Apell Test (Kindergarten)

Reading Materials

- # Miami Linguistic Readers
 - 13 Titles 5 copies/title
 - 13 Manuals
- * Encyclopedia Britannica

Early Childhood Language Development Guide

Language Experiences In Reading (Level 1 or 2)

- # Wise Owl Books Kin/der Owl, etc.
 - Rhineholt & Winston
- * Phonics We Use Learning Games Kit

Lyons & Carnahan

* Peginning Reader Series - Dr. Seus

Cat In The Hat

Cat In The Hat Comes Back

Horton Hatches The Egg

Horton Hears A Who!

And To Think That I Saw It On Mulberry Street

How The Grinch Stole Christmas

If I Ran The Circus

If I Ran The Zoo

* Available Inclass Available In Building



BEST COPY AVAILABLE

Equipment and Material Inventory (cont)

```
# Scholastic Paperback Series
    Picture Story Books
    Easy-To-Read Titles
    Favorites Old and New
    Fiction Titles

# 3M Wallensak Cassette Tapes

# Book Pags - 14 sets total

# Sights and Sounds

# Natch and Check - Kindergarten

# Alphabet Stepping Stones - Kindergarten

# Primer and Pre-Primer Overhead Transparancies

# Student Folders
```

Individualizing Audio-Visual Equipment

```
# Cassette Tape Recorder
# Headsets (8 stations)
# Executive Filmstrip Projector
# Overhead Projector
# Primary Typewriter (2)
# Listening Station (1 table per classroom)
# Cassette Tapes
```

Available Inclass ≠ Available In Building

ERIC Full Text Provided by ERIC

Budget



- 1. From what sources were program funds obtained?
- 2. What was the total cost of the program?
- 3. What period of time was covered by these funds?
- 4. What is the per pupil cost of the program? What was the formula for computing this figure?
- 5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
- 6. Where can the reader get more detailed budget information?
- 7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
- 8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).
- 1. Funds were obtained through the ESEA, Title III, Program.
- 2. Total cost of the program was \$69,737.00.
- 3. Period of time covered was July 1, 1970 through June 30, 1973.
- 4. Per pupil cost of the program was \$23.90. Per pupil costs under Developmental Costs, Implementation Costs, and Operational Costs for the entire three years were added together and divided by three (3) to obtain the overall per pupil cost of the entire program.
- 5. Normal per pupil cost in the district is \$696.00. with the program per pupil cost approximately .0035 per cent of the total district per pupil cost.
- 6. More detailed budget information can be had from Mr. Lloyd O'Connell, Project Director.
- 7. Developmental Costs \$8,080.00; Implementation Costs \$19,072.00; and Operational Costs \$42,585.00.
- 8. Entire costs by budget categories include:

nu famaianal	\$ 4,003.00
Professional NonProfessional	28,315.00
Contracted Services	20,023.00
Materials and Supplies	6,999.00
	1,038.00
Travel	9,283.00
Equipment	76.00
Other	69,737.00
Totals	•



BEST COPY AVAILABLE

Parent-Community Involvement

- 1. What role, if any, did parents have in the program?
- 2. Were meetings held with parents? Why? How often?
- 3. What role, if any, did various community groups have in the program?
- 4. How was the community kept informed?
- 5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?
- 1. Parents were used in several ways:
 - a) As volunteer aides in the classrooms helping youngsters in additional reading circles, taking dictated stories, working with phonic needs, and assiting teachers in making phonic games.
 - b) Doing inhome speech therapy activities using materials provided by the school and seeking further diagnostic evaluation in regard to their child's eye and hearing screening recommendations.
- 2. Several meetings were held with parents to evaluate the program and make recommendations for change. Meetings were not held with parents on a regular basis. At the first of the year those parents whose children were identified as needing inhome speech therapy came for an orientation program once. We had one evaluation meeting.
- 3. The San Diego Speech and Hearing Clinic was vitally concerned about the research results on the speech activities. Their intent was to utilize this material to augment their pre-school program. They loaned us Mrs. Fredericka Zink who trained our staff in administering and processing the activities with reference to visual and auditory memory, grammatic closure, and sound blending. She also gave us feedback on how effectively the inclass activities were being carried on.

The San Diego Optometric Society worked very closely with us in administering eye screening tests, trained the optometrist in the Modified Clinical Eye Screening Approach, and continued to give us supportive help.

California University at San Diego wo rked closely with us on two aspects of the program: 1) evaluation and 2) cooperating in supplying a reading specialist to provide for inservice and extention of our inclass activities. The University also coordinated a college credit program on reading.

Articles appeared in the local paper concerning the program, the par ents were informed of their child's needs through contact by the nurse, and the results and progress of the children were made known through parent-teacher conferences. An evaluation report was given to the local school board by the evaluator in July of each year of the program. The project director made oral presentations to parent groups, and articles were written that informed parents about aspects of the program. These articles appeared in the school Parent Teacher Association Newsette.



5. We had no problems with parents and, therefore, our program was implemented along the lines that were planned.

BEST COPY AVAILABLE

Special Factors

BEST COPY AVAILABLE

For use of potential adopters of the program:

- 1. What modifications of the program are possible?
- 2. What are the suggested steps in adopting this program?
- 3. What are some things others should avoid in adopting this program?
- 4. Can the program be phased in, beginning on a small scale? How?
- 5. Can parts of the program be adopted without taking the whole program? What parts?
- 1. The program may be adapted in parts; for example, school districts in their educationally handicapped programs could use the speech therapy part which covers auditory and visual memory, sound blending, and grammatic closure. The same program could be used on a need basis within a normal classroom if the child was lacking in grammatic abilities or one of the modalities of visual or auditory learning style.

The eye screening has been adapted by many San Diego County schools, and this takes the local or county effort of the Optometric group. The optometrist must be interested and be willing to train their members in this approach. The research is from the University of California, School of Optometry, Modified Clinical Eye Screening Program from the Orinda Program of 1957.

The phonics program can be taken in total if the district is willing to support followup activities that would meet the particular needs of the child. This could be done through phonic game construction or commercial purchases.

The hearing or sensory aspect of our screening was accomplished through the use of an audiometer and a certified school nurse. This would simply require additional training by the nurse and the purchase of the audiometer instrument.

The equipment and materials for individualizing may be purchased as one aspect of providing an enriched reading experience for children either in a multi-learning center or classroom setting.

- 2. See above
- In the speech therapy aspect, I would avoid the use of certified personnel in giving the tests and would train classified personnel thereby reducing the cost of administration of the tests. phonics test can receive greater useage by training a classified person to administer the test since the teacher does not have the time and sometimes the energy to do a complete classroom survey. On the eye screening program I would be careful not to say that the test was diagnostic and the term "screening only" should be used. It might be a good idea to discuss the screening program with both the local optometrist as well as the local oculists. It might be pointed out to both parties that in the original study, optometrists On the inhome speech therapy activities and oculists were involved. we found that we did not meet all the parents whose children needed assistance, and a more personal approach would probably improve the program.

We would recommend that the instructional aide who would be working with the child might be instructed to make the home contact and to relate her inclass activities to inhome program. This could be followed up by a special orientation program on inhome activities.

- 4. The programcan be phased in, and I would say the best place to start would be kindergarten. For example, the eye screening could be started in kindergarten the first year, and then the second year again test the kindergarten students and any new students in the first grade who did not receive the eye screening in kindergarten the first year. The same procedure would follow the third year, but then pick up new first and second graders and so forth. This could be done with the speech therapy activities using the aides at the levels that you want to incorporate as well as with the phonics activities. We had our aides work for three hours per day and used them in each class for a one hour block. Teachers, therefore, arranged their reading programs on the basis of the scheduled aide's time.
- 5. Any part of the program can be adopted, and the total program need not be taken in order to have any one phase be successful.





SEST COPY AVAILABLE

BEST COPY AVAILABLE

Dissemination

Discuss how project information was disseminated during the past budget period.

- 1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
- 2. List the number of visitors from outside the project area.
- 3. Provide the cost of dissemination during the last budget period.
- 4. Provide the total cost of dissemination including prior budget periods (if possible).
- 1. The unsolicited requests for information came from two sources;
 a) letters we probably received one half dozen inquiries and
 did send letters to the people requesting information and b)
 telephone calls I received a total of four calls over the year.
- 2. Visitors from outside the project was one consultant from Sacramento in reading research.
- 3. Cost of dissemination was assumed by the district and probably
- & ran about \$12.00. Cost of total dissemination for the entire 4. project budget period was





EVALUATION NARRATIVE

Choosing Participants

1. Choosing Participants

Program participants consisted of all kindergarten through third grade teachers and students at Ocean Knoll and Capri Elementary schools. In addition, eight SAFER aides were hired as program participants.

2. Choosing Comparison Group

The comparison group consisted of all kindergarten through third grade teachers and students at Central and Pacific View Elementary schools. It should be noted here that the one kindergarten teacher at Pacific View was a target teacher during 1970-71 and 1971-72.

3. Participants Involved in Other Programs

31 (10%) students at Ocean Knoll were involved in Title I for reading and math.

4. Participants Leaving Program

& Program participants leaving the program :

No. students $\frac{K}{17}$ $\frac{1}{12}$ $\frac{2}{9}$ $\frac{3}{15}$ $\frac{TOT}{53}$

It should be noted here that 20 kindergarten to third grade students transferred from Ocean Knoll to Capri in the middle of the school year and four project participants transferred into control schools.

6. Participants Added

new students were admitted into the two target schools throughout the school year. These new students all received the SAFER reading program but they did not receive the speech and hearing testing and activities.

Two additional teachers (1 first-second grade and 1 third-fourth grade) were hired at Capri in January, 1973.



7. Participants With Poor Attendance

None

8. Participants Attend Voluntarily

Program participants did not attend voluntarily. SAFER teacher and parent aides volunteered for program participation.

9. Evaluation Group Portion of Program Group

Reading: The evaluation group consisted of all kindergarten through third grade students and teachers in the two treatment schools.

Vision, hearing and speech: The evaluation group consisted of kindergarten students, new first through third grade students and students needing retesting from last year, 1971-72, who were diagnosed as deficient in one or more screening areas.



Describing Participants

1. Participants Receiving Program

All student participants received the reading and diagnostic-phonics remediation programs. Those kindergarten, new first-third grades and first-third grade students with diagnosed deficiencies from 1971-72 who fell below the selection criteria scale score on the ITPA received inclass speech activities. The exception was eight Spanish speaking children and nineteen Title I students at Ocean Knoll who did not receive grammatical closure activities.

2. Number, Age and Sex of Participants Receiving Program

to Students receiving reading program (pre-post):

4. GRADE LEVEL

Table 1		K		1		3		3	
	В	G	В	G	В	G	В	G	TOT
OCEAN KNOLL CAPRI	l .	30 16		33 20	43	40 15	32 31	41 30	299 170
Total	9	6	12	4	11	5	13	4	469

A total of 244 or 52% of the target participants were boys and 225 or 48% were girls.

Students receiving Speech Activities in one or more areas:

GRADE LEVEL

	GRADE DEVEU								
К		1		2		3		TOT	
В	G	В	G	B	G	В	G		
	11	9	6	4	10	7	8	66	
1	2	4	7	4	1	1	3	23	
2	5	2	6	1	.9	1	9	89	
	11 1	B G	B G B 11 11 9 1 2 4	K	K 1 B G B G B 11 11 9 6 4 1 2 4 7 4	K 1 2 B G B G B G 11 11 9 6 4 10 1 2 4 7 4 1	K 1 2 B G B G B G B 11 11 9 6 4 10 7 1 2 4 7 4 1 1	K 1 2 3 B G B G B G 11 11 9 6 4 10 7 8 1 2 4 7 4 1 1 3	

Eighteen speech deficient students did not receive remediation activities due to the fact that they were either involved in Title I or primarily Spanish speaking children. Five kindergarten students did not receive speech activities due to a clerical error.



Hearing :

422 target students (344 at Ocean Knoll and 78 at Capri) and 274 control students (163 at Central and Ill'at Pacific View) received hearing screening. 48 (11%) target students and 20 (7%) control failed initial screening. A recheck was made and found 13 (3%) target students and 9 (3%) control students needing further examination. Four target and two control deficiencies were known about prior to screening.

Vision:

398 target and control students, including St. Johns School, received vision screening. 38 (10%) students failed (14 at Ocean Knoll, 6 at Capri, 7 at Central, 8 at Pacific View and 3 at St. Johns School), and 22 (6%) were considered borderline to be rechecked next year.

5. Achievement Scores

Pretest standardized reading test scores were available on all students. ITPA results were available on all kindergarten, new first-third grade students, and students found to be deficient at post-testing last year, 1972.

6. Special Characteristics

28% of the target population have Spanish surnames.



Measuring Changes

1. Measures Applied

Reading : Apell Test

Metropolitan Reading Readiness Test

Cooperative Primary Test

(K)

(1-Pre)

(1-Post, 2 and 3)

Speech, Illinois Test of Psycholingustics:

Auditory closure, grammatical closure, auditory memory,

visual memory and sound blending (K and new 1-3 students)

Visual: Modified Clinical Approach Screening (K and new 1-3 students)

Hearing | Hearing Screening (K and new 1-3 students)

Phonics: Phonics Test (1-3)

2. Measures Matched to v jectives

Standardized test measures are those used by the District and the State in the District test program. All other tests utilized were recommended by specialists to diagnose deficiency areas.

3. Measures Matched to Pupils' Capabilities

Appropriate level standardized tests were administered at each grade level.

4. Observers

The observer, in her second year, was trained by the project evaluator. She attended the inservice workshop and had numerous discussions with the Project Director.

5. Testings

Standardized pre-post testing was in October and May, a time lapse of eight months. Vision screening was conducted during October and hearing screening was conducted throughout the school year.



Presenting Data

1. Data Obtained

Reading :

K - raw scores (only available)

l Pre-%iles, l Post - grade equivalent scores

(%iles not compatable with Pre test)

2 and 3 - grade equivalent scores

Speech :

Scale scores and percentage of activites

completed

Vision and Hearing :

number of corrections ·

Phonics:

incomplete data

Classroom Observations : degree of individualization

2. Measures of Central Tendency

Means

. 3. Measures of Dispersion

Standard deviations.

4. Graphs and/or Tables

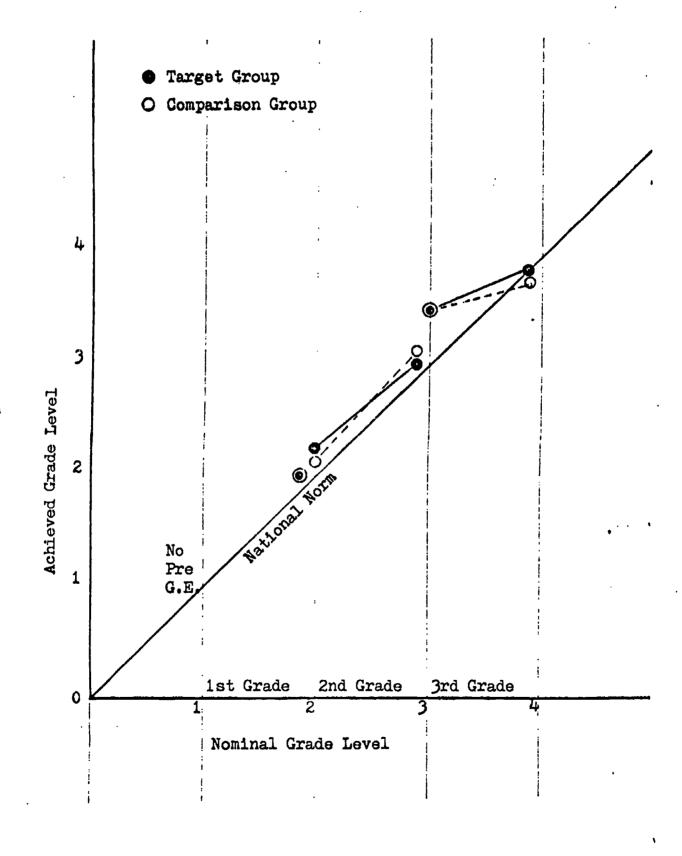
Table 3 following graphically represents target and comparison grade level reading gains. All other tables appear throughout the evaluation section.



BEST COPY AVAILABLE

Table 3

PRE-POST READING GRADE EQUIVALENT RESULTS FOR TARGET AND COMPARISON GRADE LEVELS



Analyzing Data

1. Data Analysis

Reading: Post test analysis of variance between target and comparison groups for each grade level.

Speech: Correlation between the degree prescription was followed and gain on disability measure (ITPA subtest gains).

Reading and attendance: Contingency correlation between attendance and standardized achievement reading gain.

2. Basis for Judging the Progress of the Program Group

Success of the program group in comparison with the control group.

3. Comparisons Drawn from Subsamples

Comparisons were drawn by correlating the degree prescription was followed and gains on reading achievement tests.

4. Evidence That Those Who Attended More Gained More From The Program

None (Note Appendix: The Relationship between Attendance and Achievement)



BEST COPY AVAILABLE

Interim Objectives and Findings

Two sections have been used to report interim objectives and their findings:

- I. Only reports the findings of objectives 1.0 and 2.0.
- II. Reports the major functions carried out under 1.0 and 2.0 (in table format).



357 44

一年也代養教養公司為此情為嚴謹不思いと使以しいという

I. Interim Objective and Findings

1. Interim Objectives

- 1.0 To diagnose and treat sensorily deficient kindergarten and primary children.
- 2.0 To individualize the kindergarten and primary reading program utilizing sensory information.

2. Findings

1.0 Eye Screening.

The optometrist was rehired and trained three parent aides who assisted in administering eye screening (note confirmation letter in Appendix). The school nurse reported results to parents and reported follow-up home referrals.

Table 4 RESULTS OF VISION SCREENING REFERRALS

Total number of target and control students screened: 398

		K	1	2	2	Total
Vision Screening Referrals	Target Control	7 6	4 5	5 3	4	20 15
Vision corrections or under doctor's care	Target Control	4	44	5	4	17 12
Non-correction	Target Control	3 2*	0	0	0	3 3

^{*} To be checked during the summer

85% of target and 80% of control students either had vision corrections or are presently under a doctor's care.

Hearing Screening

The school nurse screened 422 target and 274 control students, reporting the following results:

Table 5 RESULTS OF HEARING SCREENING

Total number of target and control students screened: 696

		K	1	2	2	Total
Hearing Screening Referrals	Target Control	20 9	7	9	12¦ 2¦	48 21
Students failing recheck	Target Control	6 5	3	2	2¦ 0¦	13 9

3% of target and 3% of control students upon re-examination were found to have hearing deficiencies which were reported to parents and teachers.



Speech Screening

The speech pathologist was rehired and trained four parent aides to administer speech screening tests (note confirmation letter in Appendix).

All target kindergarten, new first through third grade students and students found to be deficient at the end of the last year (1971-72) were administered five subtests of the Illinois Test of Psycholinguistics Auditory Closure (AC), Auditory Memory (AM), Grammatical Closure (GC), Sound Blending (SB), and Visual Memory (VM).

Table 6

NUMBER OF K-3 STUDENTS FOUND DEFICIENT AS A RESULT OF PRE SPEECH SCREENING

_										
(C) - C - C - C - C - C - C - C - C - C -		No. Screened	•	found icient	Art	AM	AC	<u>vm</u>	GC	SB
New students	K	122	42	(34%)	2	12	8	24	19	7
	1	43	18	(41%)	0	4	12	9	5	2
	2	39	12	(30%)	0	3	6	5	5	1
	3	38	10	(26%)	0	0	5	2	5	0
7	otal	242	82	(33%)	2	19	31	40	34	10
Retested Student	s l	19	13	(68%)	2	6	3	1	9	0
	2	20	114	(70%)	0	3	4	1	12	0
	3	17	10	(58%)	0	2	1	1	7	0
ר	otal	56	37	(66%)	2	11	8	3	28	0

Table 7

%age OF STUDENTS MEETING CRITERIA AT POSTTESTING

Grade	AM	AC	VM	GC	SB
1	75	67	83	37	100
2	33	80	60	9	
3	100	75	0	10	-
Total	67	71	57	17	100



A total of 242 K-3 new students and 56 1-3 students retested as a result of having diagnosed deficiencies at posttesting last year (1971-72) were administered the ITPA. Those 82 (33%) new and 37 (66%) retested students found to be deficient in one or more areas received speech activities administered by SAFER aides. Percentage of students meeting criteria, a scale score of 30 or above on the ITPA, are noted in Table 7. Kindergarten students also received speech activities; however, the majority of the activity sheets were misplaced and not available at this time.

Twelve Title I and Spanish speaking students did not receive activities. It should be noted 32% of new students tested and 75% of retested students had Spanish surnames, making a total of 46% Spanish surname students with speech deficiencies.

Mean pre-post ITPA subtest scores are recorded in Table 8.

Table 8

MEAN PRE-POST ITPA RESULTS

		A M			A C			V M			G C		SB	
	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post	N Pre	Post
к	10	27.2	26.4	5	26.6	23.6	18	26.1	32.3*	13	25.0	27.9	4 25.8	39 • 5*
·ı	10	27.2	30.2*	12	23.3	30.2*	8	25.8	34.4*	14	21.4	24.1	2 27.5	33.5*
2	4	27.5	30.3*	7	27.0	32.7*	4	26.5	33.6*	14	19.2	18.5	-!-	-
3	2	28.5	28.5	5	26.2	33.2*	3	21.7	29.0	10	19.6	21.3	- -	••

* Successfully met criteria : scale score 30 or above

The results in Table 8 represents mean scores for all pre-post administered, not excluding those students who did not receive activities.

Correlations were made between the percent of activities completed successfully and post test ITPA disability scores (Note Table 9). No relationship was found between the percent of prescribed exercises completed and post test disability scores. This being the case no purpose could be served by co-varying the number of activities to determine their effect on reading achievement as described in the proposal.

In-home speech correction: Six meetings, one at Capri and five at Ocean Knoll, were held for all parents whose children were diagnosed with speech deficiencies. No parents appeared at Capri, possibly due to a very rainy night, and one out of six parents notified appeared at Ocean Knoll. One parent log sheet was returned.



Table 9

CORRELATIONS BETWEEN ACTIVITY AND POST TREATMENT DISABILITY SCORES

Activity	Group Size	Correlation
Articulation	*	٠.
Auditory Memory	14	-0.2800
Auditory Closure	20	-0.0051
Visual Memory	16	-0.0984
Grammatical Closure	62	0.3271
Sound Blending	*	

No pupil completed activities, however were administered pre and post subtests in deficiency area(s).

:

: R:: 1... 2.0 Individualization occurred in a variety of ways in 14 our of 18 (77%) classrooms. Where "individualization" was never defined in terms of the SAFER project and each teacher was left to define in her own way how she would individualize her reading program, the following breakdown represents the observation findings:

Kindergarten: 2 our of 4 (50%) teachers successfully carried out the SAFER program using LEA as specified in the proposal with individual students as they were ready.

First Grade: 3 our of 5 (60%) teachers used LEA. Reading organization (1) 5 flexible groups with 1 student reading individually in library books; (2) students reading individually and in partner reading, 3 groups for skill work only; (3) individually and in pairs of two; (4) and (5) students reading in small groups of 4 to 6 students based on ability.

Second Grade: 3 out of 4 (75%) teachers used LEA with individual students at the beginning of the year.

Reading organization (1) 3 reading groups; (2) 4 ability groups with teacher listening to each student read orally from basal reader; (3) 6 skill groups reading half in basal texts and half in library books; (4) 6 groups in basal texts.

Third Grade : 1 out of 5 (20%) teachers used LEA with Title I students and as class projects. Reading Organization (1) 3 groups with 1 group reading individually at own rate; (2) 7 students reading individually, rest in groups of 6 to 8 students; (3) (4) (5) students reading in basal texts and library books at own rate.

3. Success or Failure

- 1.0 Speech, hearing and vision diagnosis was successful. Eye treatment follow-up was 85% successful and hearing rechecks were 97% successful. Speech treatment was successful in part.
- 2.0 Classroom-individualization was successful in part.



4. Generalized Findings

- 1.0 Adequate and consistent consultant training and follow-up
- and demonstration training can be invaluable in insuring greater
- 2.0 project success.

5. <u>Causative Factors</u>

- 1.0 With the exception of two speech workshops at both target schools and two follow-up observations, aides had no further contact with the speech consultant. Aides at Capri were mostly new and needed more consistent supervision.
- 2.0 Although 77% of SAFER reading programs were individalized in one form or another, no reading consultant was hired to maintain and to strengthen the SAFER program. Six (33%) teachers were new to the program in September and two teachers were hired at Capri in January, requiring additional training and assistance in setting up their reading programs using SAFER methodology and materials.

The term individualization was not defined specifically for this project, resulting in programs being slightly individualized to completely individualized without uniform SAFER guidelines. Speech and phonics activities were primarily administered individually or in small groups of two to four students, however, SAFER aides carried out these activities. Teachers directed aides in these activities and a variety of other reading activities, with the exception of two teachers did aides and teachers work together utilizing all information available to assist the individual student.

6. <u>Unanticipated Findings</u>

None

ì



II. Interim Objectives and Findings

Important Findings						
Causative Factors for Unmet Objectives		·		•		
Generalization of findings						
Success or Failure	Successful	Successful	Successful	Successful	Successful	Successful
Findings	An optometrist was selected (2nd year of project	3 parent aides were selected	Optometrist trained parent aides	398 students were screened with 5% of the target group and 5% of the comparison group found to be deficient	Speech pathologist was selected (3rd year of project participation)	Eight parent aides were hired (3 aides were in their 3rd year of participation and 4 were in their 2nd year)
Interim Objectives	1.1 Select an optometrist	1.2 Select 3 parent aldes for eye screening	1.3 Train parent aides in administering eye screening	1.4 Screen kindergarten and new primary students for visual deficiencies	1.5 Select speech pathologist	1.6 Select aides for speech screening and remediation

ال تنسب		engen en e	Appel 100 - qui qui	
Important Findings	. •			
Causative Factors for Unmet Objectives	•		•	
Generalization of findings				
Success or Failure	Successful	Successful	Successful	Successful
. Findings	<pre># parent aides were trained by the speech pathologist</pre>	Speech: 173 students were screened with 127 (52%) found to be deficient in one or more areas. Hearing: 696 target and control students were screened by the school nurse with 48 (11%) target students failing the initial screening and 13 (3%) failing the recheck. 20 (7%) control students failed initial screening and 13 (3%) tailing the recheck.	The speech pathologist conducted workshop - two at each target school	Materials were purchased
Interim Objectives	Train parent aides to administer articulation and psycholinguistic	Screen kindergarten and new students for speech and hearing deficiencies	Conduct teacher and aide speech correction workshop	1.10 Continue purchase of additional materials necessary for continuation of sensory remediation program
ERIC Anathan routed by the	1.7	F	1.9	1.1

. <u></u> :		APA colone co. Application of the colonial colon	*
Aides at Capri needed more consistent supervision and teacher SAFER support		The Project Director felt that sufficient input had already been made. The 3rd year was now simply a follow-through operation to maintain procedures already established	
Ailes trained and experienced over a period of 3 years with direct teacher, consultant and Project Director supervision became more competent			A wide variety of materials at multiple levels are necessary to individualization
Successful in part	Unsuccessful	Unsuccessful	Successful
acti	o piq	No reading consultant was employed	All materials were received
1.11 Conduct inclass and inhome speech correction activities		2.1 Employ reading consultant	2.2 Purchase and lease necessary individualized reading materials
	Inclass: Aides conducted successful Ailes trained and experienced classroom classroom 3 years with direct teacher, consultant and Project Director supervision became more competent	Conduct inclass and Inclass : Aidas conducted in part and experienced sctivities classroom classroom classroom classroom in part and experienced over a period of 3 years with direct teacher, consultant and Project Director supervision became more competent inhome : 6 parent meetings Unsuccessful	Gonduct inclass and Inclass : Aidas conducted speech activities activities activities activities classroom activities classroom activities activities classroom activities classroom consultant and project Director felt that sufficient input had already been made. The 3rd consultant was employed classroom consultant classroom consultant c

\				
Important Findings			a. So and South So	
Causative Factors for Unmet Objectives	Performance objectives were not identified with reading materials available to SAFER teachers	Approximately 1/3rd of the workshop time was spent discussing individualization	No reading consultant was employed	The term individualization was not operationalized for this project in terms of specific activities
Generalization of Findings		·		
Success or Fallure	Unsuccessful	Unsuccessful	Unsuccessful	
Findings	A 1½ day preschool workshop was conducted with a number of outside educators speaking on a variety of reading areas (8/31 and 9/1/72)	A $1\frac{1}{2}$ day preschool workshop was held. Note 2.3 (8/31 and $9/1/72$)	Consultant observations, demonstrations, instruction and follow-up individualization observations were not carried out. However, 1-3 teachers at Ocean Knoll each made two ½ day visits to individualizad classrooms in country and city schools	(a) All students were diagnosed but not all teachers used SAFER prescribed activities
Interim Objectives	Identify performance objectives of project with specific reading materials purchased and already available to teachers in three day workshop (9/6-8/72)	Provide inservice individualization train- ing workshop of teachers and aides (9/6-8/72)	Reading consultant demonstrates individual- ization techniques for teachers and aides.	Provide an individualized (a) reading program
ERIC Full text Provided by ERIC	2.3	2.4	2.5	2.6

Important Findings			
Causative Factors for Unmet Objectives	A reading consultant was not available to remediate teacher problems and to strengthen individual- ized techniques begun in some classrooms		
Generalization of findings			
Success or Failure	Successful in part	Successful	Successful
Findings	(b) Not all teachers utilized individual learning materials, techniques and equipment (c) Teachers did not use speech-hearing diagnostic information to plan learning activities	Project secretary was employed	IBM electric typewriter and tests were rece'ved
Interim Objectives	2.6 Continued	2.7 Continue employment of project secretary	2.8 Purchase and lease equipment and supplies

Project Objective and Findings

1. Project Objective

The project mission is to achieve six months more growth in the reading skills of kindergarten and primary pupils in the schools implementing this enriched and individualized program of reading instruction than in schools using the conventional reading program.

2. Findings

Post test differences between control and experimental groups (schools by treatment collapsing factor A - schools) showed no significant difference between the two groups.

Table 10

RESULTS OF POST TEST DIFFERENCES BETWEEN TREATMENT AND COMPARISON SCHOOLS

Grade	F results	Significance
ĸ	(complete results obtained	from only 1 control class)
1	3.06850	Non-significant
2	0.07745	Non-significant
3	1.08950	Non-significant

At each grade level the combined target-control sample approximated 200 pupils. F(1,200) .05 = 3.89. Thus, for the three grades where complete data were obtained differences between the target and control groups on the post tests were within chance levels and are unlikely to represent trends or other real differences.

Table 11 records individual classroom gains at each grade level for target and control schools. The two groups gain scores from October to May roughly resemble each other showing little or no differences between the two groups. First grade test scores are reported separately for two different tests were administered at pre and post testing yielding incompatable comparisons for gain scores.



Table 11
TARGET AND CONTROL CLASSROOM MEAN READING GAINS

	<u>Target</u>			Control				
	N	Pre	X Gain	s.d.	N	Pre	X Gain	s.d.
Kindergarten (Apell - raw score)	23 24 24 22	8 8 8	3.04 2.08 1.95 .72	2.26 1.95 2.10 3.25	24 In	7 comple	3.12 te test	1.98 results
	93	8	1.96				1 	
Second Grade (CPT - G.E.)	25 27 26 29	2.1 2.0 2.2 2.3	.96 .92 .79	.56 .69 .62 .73	29 12 25	1.9 2.5 2.1	1.23 1.01 74	.91 .74 .50
	107	2.2	.82		66	2.1	1.00	
Third Grade (CPT - G.E.)	23 24 23 21 29	3.3 3.4 3.4 3.6	.56 .53 .47	.45 .55 .64 .73	24 11 26	3.1 3.7 3.6	.60 .53 .12	•57 •55 •53
	120	3.4	•50		61	3,4	.38	

FIRST GRADE MEAN %iles ON THE MRT AND POST CTT GRADE EQUIVALENTS

	N	Pre X	Post X	s.d.	N	Pre X	Post X	s.d.
First Grade (Pre-MRT % Post - CPT G.E.)	21 27 23 24 22	73 81 79 81 70	2.5 2.2 2.0 1.9 1.7	.86 .60 .80 .68	23 22 24	83 74 61	2.5 2.0 1.7	.74 .77 .26
	117	77	2.1		69	72	2.1	



3. Success

Due to non-significant differences between treatment and comparison groups the project objective was unsuccessful.

4. Generalization of Findings

The findings are not generalizable.

5. Causative Factors for Unmet Objectives

- a. Individualization (2.0) was not operationalized for SAFER.
- b. SAFER materials and techniques were not uniformly implemented.
- c. No reading consultant was hired (2.1) to maintain the SAFER reading program and to demonstrate individualization techniques for teachers and aides (2.5).
- d. Not all teachers used SAFER prescribed activities and techniques and not all teachers used diagnostic information to plan an individualized reading program.
- e. The Apell test for kindergarteners and the Cooperative Primary
 Test for third graders did not accurately measure gains made
 by all students for 17% of Kindergarten and 25% of third graders
 scored in the 90th %ile of the test at pretesting in October.

6. Unanticipated Findings

None



APPENDIX

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL SUMMARY OF OBJECTIVES ACCOMPLISHED SUMMARY OF PROJECT VS COMPARISON GROUP GAINS



12

SUMMARY OF MEASUREMENT DATA BY GRADE TAVEL

0

2

PROJECT NUMBER 0 5 2

Duplicate as needed and indicate type of

repo

(-

大田 とうこれにはいれているのではなるとなるとはあるまです。

FOR COMPACISON SCHOOL NO. FOR ALL PROJECT SCHOOLS FOR ALL COMPACISON SCHOOLS

1.	i		•	į	ļ	ł	İ	1	1		İ	1	į	ł	1	į	,	
		State Use Caly	(13)					·		•					·	•		•
		Type of score***	(25)	RS	% (G.E.)	G.B.	G.E.										;	
	Pre-Post Differences	Difference (Col. 9 minus col. 5)	(11)	2	NA*	9.	.7									,		
	Pre-Post	Percent taking both pre- and post-tests	(10)	81	92	92	89		٠							٠		
	ion	Mean Score	(6)	10	57(2.0	3.0	3.9											J
	nformat	Number post- tested	(8)	96	122	115	124								·			
	Post-test Information	Code No. Numbor of test post- & sub- tested	$^{ m Ject}_{(7)}$	0,	05	05	05											
	Pos	Post- test month	(9)	MAY										-				
		dean score	(5)	8	77	7.2	3.2						_				 	
	rmation	Number pre- tested	(4)	119	132	124	139											
	Pre-test Information	Code No. Number of test & pre- subject** tested	(3)	0	14	05	05											
	Pre	Pre- test month		CT														
		ade vel*	F	, ,		1												

* TEST SCORES INCOMPLETE

73

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of rec

The second secon

FOR PROJECT SCHOOL NO. FOR ALL PROJET: SCHOOLS FOR ALL PROJET: SCHOOLS FOR ALL COMPARISON SCHOOLS

0

2

PROJECT NUMBER 0 5

ERIC Full Text Provided by ERIC

THE PROPERTY AND THE PARTY OF T		
	. 4	
	I	
	•	
•		

	£												1			
	State Use Only	(3)										·				
	Type of score***	(32)	ived	% (G.E.)	G.B.	G.E.										
Pre-Post Differences	Difference (Col. 9 minus Col. 5)	(11)	Incomplete test results received	NA*	.7	9.										
Pre-Post	Percent taking Difference both pre- and (Col. 9 minus post-tests Col. 5)	(10)	Incomplete tea	90	90	85								an de ta		·
lon		(6)		55(2.0)	3.0	3.8								- 4		
rorma t		(8)		69	99	09							مستويد		_	
Post-test Information	Code No. Musber of test post- & sub- tested	(2)	ರ	05	95	05										
Pos	Post- test month	(9)	MAY						خبست							
	Mean score	(3)		72	2.3	3.2					_	_			-	
rmation	Number pre- tested	(4)		77	33	2			-				~ ***			
- st Information	Code No. Number of test & pre- subject** tested	(3)	Ŋ	14	05	0.5										
Pre-	Pre- test month	(2)	ocr					• · · · · · ·								
	rade evel*		×	+4	2	"										. •



SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

0

PROJECT NUMBER 0 5 2

これにはながらいというともあっていましたとのできましていることとのことと

Duplicate as needed and indicate type of recor-

FOR COMPASISON SCHOOL NO. FOR ALL PROJECT SCHOOLS FOR ALL COMPASISON SCHOOLS	9			
	FOR PROJECT SCHOOL NO.	FOR COMPACISON SCHOOL NO.	SIOCHOS SCHOOL TITY NOT	FOR ALL COMPARISON SCHOOLS

. i	į i	.	ł			ı	ı	j		i	1	ł	ł	, ;		1
		State Use Only	(23)	·						•			·			
		Type of score***	(22)	R.S.	% (G.E.)	Б.	G.B.									
	Pre-Post Differences	lifference (Col. 9 minus 301. 5)	(11)	2	NA*	5.	8•							·		
	Pre-Post	Percent taking I tooth pre- and toost-tests	(10)	82	83	89	83		•					٠		
	ion	Mean Score	(6)	10	66(2.1)	2.9	0.4									
	nformat	Mumbor post- tested	(8)	20	72	82	23						٠		•	
	Post-test Information	Code No. Mumber of test post- & sub- tested) ((7)	01	05	05	05								<i>:</i> .	
	Pos	Post- test month	(9)	MAY								endelente				
		M	(5)	&	78	7.2	3.2									
	rmation	Number pre- tested	(4)	85	85	92	87									
	Pre-test Information	Code No. Number Mean of test & pre- score subject** tested	(3)	۵ ا	14	05	0.5									
	Pré	Pre- test month	(2)	OCT												
		rade avel*	1)	M	++	2	9									

* PRE-POST TEST INCOMPATABLE

ωl

०।

FOR PROJECT SCHOOL NO. FOR COMPACEON SCHOOL NO. FOR ALL PROJECT SCHOOLS FOR ALL COMPACEON SCHOOLS

Duplicate as needed and indicate type of repor

N. New

	State Use Only	(13)						
	Type of score***	(12)	R.S.	% (G.E.)	G.E.	G.E.		
Pre-Post Differences	Difference (Col. 9 minus Col. 5)	(11)	3	NA*	. 8.	2.		
Pre-Post	Percent taking Difference both pre- and (Col. 9 minus post-tests (Col. 5)	(10)	%		-	98		
ion	Mean 1	(6)	11	44(1.8)	3.2	3.8		-
nformat.	Numbor post- tested	(8)	92	*15	33**	51		
Post-test Information	Code No. Number Mean of test post- Score & sub- tested) 139(T)	10	05	05	05		
Pos	Post- test month	(9)	MAY					
	Mean score	(5)	80	74	2.4	3.1		
rnation	Number Mean pre-scor tested	(4)	煮	24	32	52		
Pre-test Information	Code No. Number of test & pre- subject** tested	(3)	70	14	05	0.5		
F.	1 42 45	2)	و					

month

Pro-

irade

Level* test

(2)

 Ξ

CI

×

N



^{*} PRE-POST TESTS INCOMPATABLE

^{**} STUDENTS TRANSFERRED FROM OCEAN KNOLL

SUMMARY OF OBJECTIVES ACCOMPLISHED.

「おから」となるなりはまなから、「大学のである」というは、ちゃんちゃんかくことにて、ちょうとうしょうない

measure for State Success selected (and \$)*** State Succession (code from (record by grade love and schools)** (2) (3) (4) (5) and and and schools)** (2) (3) (4) (5) (5) and and and and and and and and and and	bjectives: Record pro-	Type of	Ori teria	Acc	Accountishment of	7 (44 14 40 74 74 74 74 74 74 74 74 74 74 74 74 74	To the state of	
Success Succ	TORIGO OCALITOCICO TEG		3 T T T	1	5],	ים ועם הדאפא	Des entre ser	•
Code from Success Yes or no areas (i.e., areas (i.e., date state code from by by code from by code from by code from by code from code fro	מסיים שליים שיים שליים איזים מסיים	n castro	301	State	ar.	Unsuccessful		• :
Codd from Crecord (and \$)*** Grade levels Grade levels Codd	raw a line and enter the	selected	Success	yes or no	areas (i.e.,		date	<u>چ</u>
orm EV 73.12) by and schools)**** (2) (3) (4) (5) (6) (2) (3) (4) (5) (6) (3) (4) (5) (6) (4) (5) (6) (6) (7) (7) (4) (7) (6) (8) (7) (7) (8) (7) (7) (8) (7) (9) (8) (8) (8) (8) (9) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)	nterim objectives	(code from	(record	(and %) ***	grade levels	grade levels	(for	SA
(2) (3) (4) (5) (6) (2) (3) (4) (5) (6) (3) (4) (5) (6) (4) (5) (6) (6) (6) (7) (8) (12) (8) (14) (15) (9) (15) (16) (9) (16) (16) (17) (16) (16) (18) (16) (16) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19) (19)	dord a priet description	Form EV 73.12)	à		and	and	interim	
(2) (3) (4) (5) (6) NO	(Include quantification)*		rumper)**		schools) ****	schools)****	objectives	
Unknown 26% 2nd Gapri graders and 12% Capri 3rd grades and 12% Capri 3rd grades (S. M. and 1st grade test gain scores not available in grade oquivalents (S. M. and 1-3 graders and 100 (S. M. and 1-3 graders and 100 (S. M. and Capri.) YES at Ocean Knoll and Capri.	. (1)	(2)	(3)	(7)	(5)	(9)	only) (7)	<u> </u>
Outching the content of the conten	he overall mission of this			NO		Ocean Knoll (K-8)		
01	onths more growth in the				ಥ <i>ಶೀ</i>			
14 test gain scores 14 in grade 16 test gain scores 17 in grade 19 in grade 100 in	sading skills of primary			grades.				
test gain scores not available in grade fin grade equivalents 70 YES Rindergar ten new 1-3 grade at Ocean Knol and Capri. YES YES YES YES	ipils in the schools imple-		~	K and 1st grad	ė			
14 not available 1 negrade 6 quivalents 100 Kindergarten 100 new 1-3 grade at Ocean Knol 101 and Capri. YES YES	enting this enriched and			gain	es			A-18119-Q
70 100 YES at Ocean Knoll and Capri. YES TES TES AT OCEAN KNOLL AND AND CAPRI.	inividualized reading inst-			not available				••••
70 Kindergarten 100 YES at Ocean Knol 101 YES YES YES YES YES	studin the schools state schools			in grade				-
100 YES at Ocean Knol 101 TES at Ocean Knol and Capri.	rogram.	5 0		equivalents	•			
100 YES new 1-3 grade at Ocean Knol and Capri. YES YES YES YES YES YES YES YES YES YES	.0 To diagnose and treat				V4 md concernant con			
101 YES	sensority deficient indergarten and primary		-	YES	new 1-3 graders			
	illdren.		• • • • • • •		and Capri.		••	
n project personnel een kindergarten new primary visual deficien- ch and hearing	.1-1.3, 1.5-1.7, 1.9 Select					•		
een kindergarten I new primary Visual deficien- ich and hearing	train project	ıeI		YES	•			
visual deficien- ch and hearing								
visual deficient ch and hearing	and new primary							
ch and hearing	udents for visual deficien-	•		TES		•		
and the second s	tes and speech and hearing							
							•	
1000000	44.4					· · · · ·		
		7				•		

BEST COPY NUMBER

SUMMARY OF OBJECTIVES ACCOMPLISHED

	6		Y	6		130 + 1 H 1 + 2 4	
Colectives: Record pro-	Type of	Criteria	1	ᆀ	Josephyes		
H	measure	for	State	Successful	Unsuccessful	cost to	
draw a line and enter the	selected	success	ves or no	areas (i.e.	areas (i.e.,	date	U)
im objectives	(code from	(record	(and %)***			· (for	ដ
•	Form EV 73, 12)	À			and	interin	
(Include quantification)*		number)**	•	schools)****	schools)****	objectives	
	3					only)	
(T)	(7)	(5)	(4)	(5)	(0)	(2)	
1.10 Continue pruchase of additional materials necessary for continuation of sensory remediation program	· .		ķes				
1.11 Conduct inclass and inhome speech correction activities	ជ		NO		•		
2.0 To individualize the kindergarten and primary reading program utilizing sensory information	.y 102		NO	•			
2.1 Employ reading consultant			NO				
2.2 Purchase and lease necessary individualized reading materials	75		YES			,	
2.3 Identify performance objectives of project with specific reading materials purchased and already available by teachers in three day workshop.	ils ole ishop.		NO 				

: 74

SUMMARY OF OBJECTIVES ACCOMPLISHED

BEST COPY NUMBRE

竹子教教「魔徒・鬼堂」というから、シラフのかで、 株子様と様々な

	e e e e e e e e e e e e e e e e e e e	4	4	\$ 011 + 40 + 40 - 40 - 40 + 1 + 1000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	7,004,1100	Bat SHOTA	
jectives: Record pro-	Type of	ort certa	1	O TO STREET TOUR	0.600.000		,
to objectives first,	measure	for	State	Successful	Unsuccessful	C2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
aw a line and enter the	selected	saccess	yes or no	areas (i.e.,	areas (i.e.,	date	Sta
cerim objectives	(code from	(record	(and %)***	grade levels	grade levels	for	esti.
sord a brief description	Form EV 73.12)	ð,		and	and are ***	Treering	
fnclude quantification)*		numper) **		SCHOOLS) xxxx	scuoors)	(ALuo	
(1)	(2)	. (3)	(4)	(5)	(9)	(2)	(8)
1 Provide in-service							
		• a	YES				
ining workshop of teachers i aides							
			,				
5 Reading consultant demonstrates individual			NON		•		ادجوت عليه ر
tion techniques for teachers aides	S			•		·	fdyd,40-1010
6 Provide an individualised	<u>e</u> đ						
•			ON			•	
. Continue employment of							
		المراجعة المناط	YES			,, ,	
8 Purchase and lease		-	•				······
			YES				
						;	
	•				•		
			٠,				
	-	- دبيود					
	objective of						
	F () 1						

*Facoril degree of success anticipated.
***Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Porcentage as stated in narrative, i.e., **80% of participants will --- 80% in this case equals 100% of objectives.
***Applias to measures of participants only, i.e., Washington school (2,3, and 5).

18

SUMMARY OF PROJECT VS CONCRATISON GROUP GAINS

the state of the s

PROJECT ITHEREN O 5 2 0

৵		e* State Use	a., d.,	(, apr 4a	u do -									•		en costa
Test &	Tyre	of Score*	~~	(11)	33		_						R	****			_	_		<u> </u>	_ -	
nces)***	he Schools	(chock mean X or median)		Comparison (10)													lible				R MA	
s (differe	1100000	(chock me		Project (9)			2	10.1		*******			NA NA	Pre-Pos	_1	Tests	incompatible		-			
Pre- to Post- Gains (differences)***		For individual sensois (check mean \overline{X} or madien)	,	Comparison (8)						2.91												C
Pre-		for Indiv (check me	- T T T T T T T T T T T T T T T T T T T	Project	1.84	1.95		79.	2.63													
		the Schools ;	, -	Comparison (6)					•			INCOMPLETE									12 %	
X:	ŀ	-	merran	Project (5)				\$ 8.27				TEST SCORES				K 77						
1	rre-test Aver	Introduction Schools		Comparison (4)						7.25		CONTROL								2	82	6016
		(check mean X	Ted ben	Project (3)	0,10	00.0	8.34	8.20	8.02			KTNDERGARTEN	&	5 6	2	72	20	62			duelly on	
	School	Directory 7 digit	N. r. oor	(2)	.000	00 301721	2	. 3	6066989tt	7070000	CONTOCOO	-	8 0318002	0 70700	,	10	1 606698911	12		603814514	" 15	603816016
		ಕ್ಷಾದಿಕ	lavel	(1)		*								7								

site for percentile rank, Stand for standar

** If the greenages reported are for other than the groups as they exist (e.g. matched subsets), check here and describe in detail on the back of the page.
*** If some adjusted statistically in any way, other than scaled as indicated in column (11), chack here and describe in detail on the back of this page.

BEST COPY NAMED IS

SUPMARY OF PROJECT V. COMPARISON GROUP GAINS

1

न किया है। स्थाप	Type of Score# State	(1)	8								 	••••	 	
	S	Comparison (10)					•		8.		•			
s (differe	Overall the School (chock mean X or median)	Project (9)			9° }									
Pre- to Post- Gains (differences)***	For Individual Schools (check mean X or median)	Comparison (8)						1.0	8.	5				
Pre-	For Individual S (check mean X or median)	Project	.5	7.	-2	•5	8•							
}	Overall Che Schools (check mean X or median)	Comparison (6)				·			4 2.3					
Averages**	Colock mean X median)	Project (5)			4.2 }									
Pre-test Aver	For Individual Schools (check mean x or median)	Comparison (2)						2.1	2.7	2.3				
	Check median	Project (3)	2.5	2.5	2.2	3.1	2.3							
School	Directory 7 ligit Number	(2)	6038152-17	138	. 19	6066989-20	21	6038145-22	23	6038160-24				
	Grade	5	2											

If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here and describe Site for percentile rank, Stand for standard score, Freq. for frequency count, etc.

in detail on the back of the page. It somes were adjusted statistically in any way, other than scaled as indicated in column (11), check here_ and heterik in defail on the back of this page. 水水水

80

SUMMARY OF PROJECT VS JONEPATISON GROUP GAINS

0 PROJECT INVESTA 0 5 2 ERIC

	ej 43			-									
Test &	Type of Score*	(11)	3 5										 _
nces)***	Overall the Schools (chock mean_or median_)	Comparison (10)							9.				/
s (differ	Overall the (chock mean median)	Project (9)			2 .7								
Pre- to Post- Gains (differences)***	for Individual Schools (check mean or	Comparison (8)					٠	e,	.5	6.			
Pre-	for Individual (chook mean	Project (7)	8	2.	&•	8.	.5						
	The Schools near or	Comparison (6)				٠			3.2				
Averages **	日とま	Project (5)			3.1								
Pre-test Aver	1 Schoor	Comparison (4)						3.4	3.7	2.8			
	ior Individual (check mean median)	Froject (3)	3.3	3.0	3.2	3.1							
	School Directory 7 Might Number	(2)	6038152-25	26	27	6066939-28	62	6038145-30	. 31	6038160-32			
	67.00 10.00 10.00	(1)											

ite for percentile rank, Stend for standard score, Free.for frequency count, etc.

** If the grerages reported are for other than the groups as they exist (e.g. matched subsets), check here and describe in detail on the back of the page.

#** If some adjusted statistically in any way, other than scaled as indicated in column (11), check here and describe

in defail on the back of this page.

CODE LIST FOR IDENTIFIED EVALUATION MEASURES

BEST COPY AVAILABLE Circle the identifying code number of measures used and insert them in . the proper columns on the forms.

Antowicht Tratation Language and Divelopment (Headland). Include Realings Toste.	Achievament Tests for Other School Subjects
Ol Apoll .	nane of subject
O2 California Achievement Test (63) Reading	
03 California Addievoment Test (70) Reading	50(test)
04 Comprehensive Test of Basic Skills Reading	name of subject
05 Cooperative Primary - Reading	51(tost)
Ob Gates Reading Survey)1
O7 Gates-MacGinitie Reading Tests	name of subject
O3 Gilmore Oral	•
09 Gray Orel	52(tost)
10 Town Tedt of Besic Skills	Cabalantia Ametituda Marka (Takalli and
11 Iowa Test of Simentianal Development	Scholestic Apptitude Tests (Intellisance)
12 Lee-Clack Reading Readings (62)	60
33 Ino-Clark Residing Test	.
32 Metropolitan Achie resent-Roading (1970)	and the companies of the control of the control of the control of the control of the control of the control of
15 Halson-Damy Ramiling Test	62
16 Melson Remaing Test (62)	
AV Seignbific Posparch Associates	Tosta Danling With Committies Smills Such
18 Sequential Tests of Educational Progress	as Reasoning. Creativity, Newbry, etc.
Reading	70 Illinois Test of Psycholinguistics
19 Sequential Tests of Mineational Progress	70 IIIIIIOIS IGSU OI PSYCHOLINGUISTICS
Pending - Socies 11 (70)	71
2 Resson Oral Radding Test	72
al Spacho Diagno this Reading Scale	72
22 Stanford Admissions Test - Reading Other Standardized Test	Affective Measures of Tempersont, Athlitudes
	Needa, Interesta, Spli-Quieret, etc.
12 	
Other Criterion Referenced Test	80
*)) *	81
Aghiggggani Ingis for Mathqualites	
	82
10 Apoll .	Frequency Counts or Downgration Data of
31 Onlifornia Achievement Tost (63) Nath	any Kind (Ideatify the Kind of Date and
32 Gallfornia Achievenent Test (70) Math	its Evaluation use).
3 Comprehensive fest of Basic Smills - Math	
34 Cooperative Frimary Mathematics	90
35 Jour Test of Pasis Skills	91.
15 Tosa Test of Blueational Davelopment	
Math (Test 4)	92
57 Mstropolitum Amhievement - (1970) Nath	93
(Coupastion Galy)	93
og GMA Ashi spensio devies - Arithmetic	Other (Teplein Their was).
go Caquential Test of Elecational Progress - Ka	th
(C. Streiford Arbievanimb Test - Math - Computation	on 100 Hearing screening performed by the
A Stanford Diagnostic Arithmotic Test	school nurse
and American Emercy Cohool Amidergraph Yest (Total	
्राप्त के अने प्राप्त में क्षेत्र को अनुस्त के ¹ ि ने के प्राप्त के स	Eye screening (MCT) performed by the
Toursmatch and responsible took	optometrist and parent aides
5 Stead and Wall on Math Concepts	102 Observation instrument to locarmine
Color Start, diad Test	
PRICE	. project implementation
1/ Other Celterion Referenced feet	

- 1

BEST COPY AVAILABLE

APPENDIX

THE RELATIONSHIP BETWEEN ATTENDANCE AND ACHIEVEMENT



BEST COPY AVAILABLE

The Relationship Between Attendance and Achievement

Contingency coefficients were obtained (chi-squares as reported) at each grade level to estimate the influence of attendance on reading gains at each grade level. The size of the matrix is reported in parentheses immediately following the grade level:

Grade	Chi-square	Probability of Importance
K (4x7)	26.0130	p (df=24) greater than .05
1	(Pre-post tests different	t with an unknown relationship)
2 (5x5)	17.6079	p (df=16) greater than .05
3 (7x8)	57.8667	p (df=49) less than .05

At one (third grade) of the three grades reported the contingency correlation is within the five percent probability level of significance, meaning that were it an isolated result it is very unlikely that by chance alone would achievement have been that associated with attendance to the reported degree. As obtained results these are somewhat loss convincing when considered in concert with the non-significant contingency correlations at the two other grade levels (Kindergarten and second grade). Also, inspection of the contingency matrix fails to turn up an expected trend - a phenomenon, not only of the third grade result but repeated for second and kindergarten as well. In short, a relationship between achievement gain and attendance was not found.



APPENDIX

CONFIMRATION LETTERS



BEST COPY AVAILABLE 'S HEALTH CENTER' I 8001 FROST STREET | SAN DIEGO | CALIFORNIA 92123 | 277-1482



July 13, 1973

Education Evaluation Consultants P.O. Box 9627 San Diego, California 92109

TO WHOM IT MAY CONCERN:

This is to verify the aides participating in the SAFER program for the year 1972-73 received training from me. This took the form of a workshop and individual consultation in the areas of the techniques needed for the testing required by the pre and post assessments. In addition, explainations were given regarding the speech exercises and scoring procedures. The aides were observed. The assessment procedures were felt to be valid and reliable.

Sincerely,

Fredericka Zink (MBP)

Frederieka Zink Speech Pathologist

FZ:mbp

Operating Divisions: CHILD DEVELOPMENT CENTER | CHILD GUIDANCE CLINIC | CHILDREN'S HOSPITAL | EASTER SEALS DIVISION | SAN DIEGO SPEECH & HEARING CENTER (714) 277-5808

ROBERT H. DAVISON, O.D.

OPTOMETRY 1110 S. MAIN ST. FALLBROOK, CALIF. 92028

TELEPHONE (714) 728-9440

BEST COPY AVAILABLE

June 4, 1973

Mr. Lloyd O'Connell Safer Project Director 910 Melba Rd. Encinitas, Ca. 92024

Dear Lloyd:

行為監察中心其法院如今的監察、及奏は、其二系で

This is to confirm that I did train the eye screening aides that helped me with the MCT screening for the school year 1972-73.

Sincerely,

Robert H. Davison, O.D.



BEST COPY AVAILABLE

COMPONENT IV - FINANCIAL

FINAL PROJECT REPORTS and END_OF_BUDGET_PERIOD REPORTS

ESEA. TITLE III

The report shall include:

- . Expenditure Report
- . Inventory of Equipment
- . Project Phases and Per Pupil Costs
- . Claim for Reimbursement
- . Due within 90 days after final day of project operation.
- . All other components are due on the last day of project operation.



いない かられ ない ないとない こうかんかん かいかい こうこう

CALIFORNIA STATE DEL MENT OF EDUCATION Bureau of Instructional Program Planning and Development

<u>;</u>,,

Form III-104

Title III, E.S.E.A. Sacramento, California 95814

EROPOSED BUDGET SURCARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Name and Address of Agency	•	•	•		Δ.	Project Nu	Number		
7	District , 18	189 Union St	Street, Encinitas.	itas. Calif.	92024	0520			
PART I - EXPENDITURES (other than	than const		Proposed Buc	S	Budget	1	(Nonth, Day	y & Year)	
		×	77 6	Expenditure Report		•		E-3-6/30/72	
Expenditure Accounts			EXPENSE			21/7		(05 /0 : DI 30/	2
		Sala	Salaries						
FUNCTIONAL CLASSIFICATION	Account No.	Pro- fessional	Nonpro- fessional	. Contracted Services	Materials & Supplies	Travel	Equip- ment	Other Expenses	TOTAL EXPENDI- TURES
	2	3	4	5	9	7	8	0	5
1. Administration	. 100				•				
2. Instruction	200	810	11,560	3.773	1.656	42			17 941
3. Health Service	007								00111
Pupil Transportation 4. Services	\$00		•		٠.				
5. Operation of Plant	009				,			,	
6. Maintenance of Plant	200	I							3 • • •
7. Fixed Charges	800								
8. Food Services	006								
9. Community Services	1100			:	:				
Remodeling(if costs total 10. more than \$2,000 enter in Part II)	1220c								
Capital Gutlay 11. (Equipment only)	1269						2,359		2,359
12. · TOTALS ——>		810	11,560	3,733	1,656	42	2,359		20,200
Authorized Agent		John John			Revised Date	8/22/73	./73		

(Signature)

•

#-{ •

. 13 33 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 24 - 134 25 - 134 26 - 13	• .	
1		<u>.</u>
	BEST COPY AWAII.	Tayrin.
•	•	

I - CONSTRUCTION	EXPENDITURES	S		PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES	EXPENDITURES AND BALANCES
(Check One) Proposed Budget Summary Estimated Expenditure Re	:y Report	Budget Peri (Month, Day Beginning:7, Ending: 6,	Period Day & Year) ng:7/1/72 6/30/73	Budget Period (Month, Day and Year) Beginning: Ending: X Final E. 7/1/72 6/30/73	Estimated Expenditure Report Final Expenditure Report
X Final Expenditure Report	' ,			Project Continuing X Project	Project Terminated
EXPENDITURE ACCOUNTS	Acc ft Numbe	A" outae	Negotiated Budget		3
1	2	3	7	AUTHORIZATIONS, EXPENDITURE AND BALANCES	/
SITES				1. Amount of Grant Award for Budget Period > 20,2 2. Unexpended Balance from Grant of Prior Budget Period	20, 200, 00 NONE
A Professional Services	1210a	•		Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2)	1
E Improvement to Sites	1210c			ng Budge e of Fur	20,200.00
PULLDINGS				מאיז	
A Professional Services	1220a			PART IV - CUMULATIVE TOTALS 1. Cumulative Total of Grants Awarded Since	60 737 00
B New Buildings and Building Additions	122Cb			2. Cumulative Total of Cash Received Since Project Inception	61,778.00
'C Remodeling (1f \$2,000 or less, enter in Part I)	1220c			IFICATION: I CE	ed ab
AnyINISTRATIVE EXPENSES (Specify Below)	1220			that the approved application for this project plus any approved ments are on file; and that full records of receipts and expendit have been maintained and are available for audit.	s and regulations; any approved amend- and expenditures
B					• .
d LEASING OF FACILITIES				August	30, 1973
TOTAL		\$	v	Signature of Authorized Agent Date	90

CALIFORNIA STATE DEPARTMENT OF EDUCATION BUREAU OF INSTRUCTIONAL PROGRAM PLANNING AND DEVELOPMENT TITLE III, ESEA



INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA, FUNDS

LEA		Date	· · · · · · · · · · · · · · · · · · ·
Project	Title	Project	Number
			•

Instructions: Itemize equipment purchased (or lease-purchased) with Title III, ESEA funds since inception of the project. List only those items costing \$300.00 or more. Enter appropriate data in each column. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

Equipment Item	LEA Serial or Uni	it Cost Titem	Current Location (School/Office)	Current Use of Item
1				
2				
3				
4				
5			•	
6				
7				
8				
9				
LO,				
11				
2				
.3				
4				
.5				

I hereby certify that the above-listed equipment is being utilized in accordance with Federal and State Regulations pertaining to Title III, ESEA, and that the above information represents a true and accurate statement to the best of my knowledge.



Authorized Agent _____(Signature)

PROJECT PHASES AND PER PUPIL COSTS

At the end of the first and second years, report for the last budget period. Final project reports at the end of the thirderial year should have, in the box, the cumulative figures for all years of operation. Carefully prepared estimates are acceptable. Final reports should also have the information on the numbered lines for the past year of operation.

Final Cumulative Totals:
1784
\$ 8.080.00
\$12.95
\$19.072.00
\$32.15
\$42.585.00
\$71.72

BEST COPY AVAILABLE

1. Number of pupils directly served by the project.	1	607	_Number	of	pupils	directly	served	by	the	project.
---	---	-----	---------	----	--------	----------	--------	----	-----	----------

2. \$ 2,286,00 Developmental Costs.

3. \$3.08 Developmental Costs Per Pupil.

4. \$ 4,521.00 Implementation Costs.

5. \$ 7.45 Implementation Costs per pupil.

6. \$ 13,393.00 Operational Costs.

7. \$ 22.06 Operational Costs per pupil.

Definitions:

Developmental costs are those which have to be borne by this project, but not by any district adopting the program.

Implementation costs are one-time costs that any district would have to undergo to adopt the program, but only once. (An example might be Capital Outlay.)

Operational costs are those that are necessary to operate the project after implementation.



. 93

CALIFORNIA STATE DEPARTMENT OF EDUCATION Bureau of Program Planning and Development, Title III, ESEA Supplementary Centers and Services Program (Title III, ESEA, PL 89-10)

ESFA AMAILABLE

CLAIM FOR REIMBURSEMENT

ject Number 0520	Budget Period (Mo., Day, Year Beginning: July 1, 1972 Ending: June 30, 1973	Date of Noti Grant Award June 10, 1		Project Continux Project Termina
', Therefo	rate claim must be made for fun ore, a separate claim must be m back of this sheet.)	ds awarded from ade for each gra	different fint award. (iscal years. See instructions
•	Expenditures	· · · · · .	20,200	
•	Cash advance received	•	12,241	
•	Reimbursement now claimed	· .	7,959	
	OR -	·	**************************************	
	Excess cash received (See instructions for hand	ling excess)	:	
peen liquidat regulations; available for		ove have been ma conducted in ac	cordance wit	h applicable laws and
	Ure of Authorized Agent	Encinitas U		District or organization
-	rintendent	189 Union S		V. V. 64.14.14.14.14.14.14.14.14.14.14.14.14.14
	Title .		Street Addre	88
August 2	2. 1973	Encinitas	CA	92024
	Date Signed	City	State	ZIP Code
			· P	OR STATE USE ONLY ROJECT COMPLETION ND CLAIM APPROVED

ERIC

Bureau of Program
Planning and
Development

APPENDIX



BEST COPY AVAI ABLE

ENCINITAS UNION SCHOOL DISTRICT SAFER READING PROJECT

INCLASS SPEECH ACTIVITY DIRECTIONS

The following guidelines must be followed in planning your daily speech activities.

- 1. Teachers and aides should plan a one 10 minute speech sessions per eposch deficiency. Example: A child having two diagnostic deficiencs. would receive two 10 minute sessions per week.
- 2. Students may be grouped to a maximum of six on any one common deficie: Example: four children needing activities on auditory closure may be grouped for at least a 10 minute period choe per wook.
- 3. In order to assure flexibility with other reading activities other than speach, a maximum of 100 minutes per week is allowed for inclass speoch activities. This would figure 20 minutes per day.
- 4. Mexican-American students who do not know English should be limited in their inclass cotivities. Frustration does not seem evident with visu and auditory memory activites. Grammatic closure and Sound Blending are not appropriate if the child does not have a functional English vocabulary. Emphasize the following with the Nexton-American child:
 - a. Language experience
 - b. Pcabody Language Davelopment activities
 - c. Inglish pattern practice
 - d. interaction with the Anglo children
- 5. In classrooms requiring only 20 or 30 minutes of activities per week, it is recommended that the time be doubled or tripled but staying with in the 100 minute maximum so as to complete the deficiency activities and then allow for major concentration in the other reading areas.
- 6. All children are to have at least four turns per excercise in auditory and visual memory.
- 7. All examples from grammatic closure are required.
- 8. An excercise must be passed on two cour soutive presentations on differ ent days to be considered learned. As many as three consecutive excercises at a time may be given during a session.
- 9. Unless indicated, all children are to start with excercise one and proceed in the order listed.
- 10. Feel free to make up your own variations of a particular excercise. Please indicate on the excercise what the variation was.



BEST COPY AVAILABLE

- 11. Please make comments about an excercise is regards to its difficulty level for a particular grade or about the examples given.
- 12. If any child does not reach the criteria for passing after four consecutive days on one activity, indicate the activity as a difficult one along with the child's grade level on the excercise sheet and the scoring sheet. Go on to the next excercist. Return to the difficult excercises at the conclusion of all the excercises.
- 13. When a child is transferred to enother room, be sure their speech scoring sheet is given to the aide for that room.



18 18 F

BEST COPY, AVAILABLE

GUIDELINES FOR AUDITORY NEWORY

- 1. Each sequential activity should have one-half second intervals between sounds, words, letters, etc.
- 2. Number of items to be remembered for each grade level: (start with two items)

Kindergarten - four items . First Grade - five items Second Grade - six items

3. As the child is working up to the number of items to be remembered for his grade level, indicate the number of items he remembered on the score sheet in the appropriate box corresponding to that particular execrcise.

SUPPRISTIONS FOR AUDITORY MEMORY

- 1. "I am joing to memo three different shapes. You point to them and say them in the order I said them." (use cut out shapes or the younger children may need objects.) The child's naming has to be in the right sequence.
 - e. triangle, square, circle a. circle, triangle, square b. square, circle, triangle f. square, circle, triangle, squ. 3. circle, triangle, triangle, sq. c. triangle, square, circle h. square, square, circle, trid. circle, equare, triangle
 - 2. Give the child one, two then three directions. Have him repost them and then follow them. Second graders can do five directions.
 - a. stand, hand on hip and jump
 - b. Pauch foot, close eyes, sit on floor
 - c. Rossi, stand, hands on head
 - d. Eands over head, touch nose, hands on knees
 - c. Honds on knees, pick up chair, touch ears f. Touch feet with both hands, pick up book, smile
 - . Ecod dorm, hands on table, head up, close eyes
 - h. Shoke right foot, turn in circle, stand up, shoke head
 - i. Jump, wate a fist, head on hand, your
 - J. Bond arm, wiggle fingers, clap hands, smile, touch cars k. From, clap hands, turn in circle, shake both hands, walk
 - around table
 - 1. Touch both feet, hands on knees, saile, close eyes, wave
 - 3. Elevator Boy: One child at a time is the elevator boy, and he listens while the other children give the number of the floor there they went to get off. The elevator boy repeats all the floor numbers. Kinderjarteners repeat four numbers, 1st greders repeat five numbers and 2nd graders repeat six numbers.



BEST COPY AVAILABLE

Auditory Hemory

Page 2

4. Nake animal sounds in a certain order and the child names the enimals in the order of their sounds. You may use 'Old Mao Donald Had a Farm!.

c. quack, neigh, moo, woof a. moo, oink, meew

b. ban, woof, cluck, cluck f. moo, tweet, cr-cr-crrr, noigh

g. ban, cluck, cluck, woof, meow

c. acow, woof, oink d. bau, noigh, twoot h. woof, quack, meow, cluck, cluck

5. Read a short story and have the child do one of the following: (two to three stories are sufficient)

1. Write it down. 3. Retell the story.

2. Answer specific questions 4. Draw pictures indicating the (kindorgarteners only) sequential actions.

"Ton and Flip saw a toy store. In the store there were toy cats. Flip ran fast into the store. "Como back, Flip," laughed Tom. "That is not a cat you see. Those are toys."

Questions: 1. What did Ton and Flip see?

2. What did Flip do?

3. What did Flip really scc?

"Ar. Rabbit's birthday party will be at the farm. Mrs. Lamb will make a good cake. Mrs. Goat will bring ice cream. Black Pony will have a toy organ. It will be a wonderful party!"

Questions: 1. Who is going to have a party?

2. Who is going to bring a cake?

3. That will Mrs. Goat bring?

4. Was 1t a fun party?

- 6. Greecry List Game: You may want to use groccry pictures from consazines or the Peabody kits. Actual plastic fruits, play animals, etc. may be useful. Later the game should be played without the visual aids. "I went to the store to buy butter. I went to the store to buy butter and oggs," etc. This can be the farm' and naming animals seen and 'going to the garden' and picking various vegetables. The teacher may vary this by having each child name an item, then having the teacher review the items and choose a child at random to repeat the list.
- 7. Use my of the local variations given in excercise \$6 with the teacher naming the items. When the child can repeat the items, change their order. "At the grocory store we can buy milk, butter and aggs". "At the grocery store we can buy butter, eggs, and milk - - - eggs, milk and butter.



BEST COPY NVAILABLE

Auditory Henory

- 8. Give directions with colored blocks. A picture should be available so the child can self correct his response.
 - a. Hake a row of three green blooks.

b. Put a red block on top of two green blocks.
c. Make a row of a red block, a green block and a red block.

d. Put a red block beside a blue and green block.

c. Put a green block in the middle of two blue blocks.

- f. Get two red blocks and put one on each side of a yellow block.
- S. Make a row of three blocks and put one block on top of the middle block.
- h. Hake a square of blooks and put one block in themiddle.
- 9. The teacher says the names of animals and the child says the sounds the animals make in the proper sequence.

cat-dog pig-shoop-cow pig-dog horse-cat-rooster-duck cow-duck-cat mouse-pig-horse-sheep-bird goat-chick-cow rooster-horse-cat-sheep-cow

- 10. Give each child three different colored crayons. Call all three colors and have the children arrange the crayons in that order. This game can be varied with blocks, pictures, shapes, etc., as long as the emphasis is on following directions.
- 11. Clap hands, sticks, drum, etc. in rhythmic patterns. (longlong-short). Have the children duplicate your pattern. (This is frequently difficult in a classroom setting and you may want to do it only if your group is isolated.)

First Grade

- 12. Give alphabet letters out of sequence and ask the child to repoat them in order.
 - a. a-b-d-c c. f-h-g-i c. m-p-n-o g. q-t-r-s b. d-f-c-g d. w-y-x-z f. j-l-k-m h. s-u-t-v
- 13. Have each child repeat:
 - a. My full name is: d. The names of the people in my b. My address is: family are:
 - c. My telephone number is: c. My birthdate is: f. The name of my school is:
- 14. Have each child say his own telephone number and then ask the child in the next seat to repeat the number. If he misses, give him another trial.



BEST COPY AVAILABLE

Auditory Memory

Page 4

15. "Giant Captures 1-0-u" game. Teacher takes turns standing behind each child, saying first three, four then five words, letters or numbers. Child repeats each sequence or he is captured.

The words must 'not rhyme.

Words:	tree-cat-house	Letters:	d-e-f-a
	shoe, book-man		g-h-i-j
	chair-look-white		k-m-l-n
	rug-lady-tool		y-z-w-x
	apple-wood-candle		f-g-d-e-h
	toy-bird-street		1-m-n-o-1
	play-paper-flower-game	€	r-t-u-v-s
	see-catch-fat-little		a-0-d-f-g

, 16. Let the child say the words and add another rhyming word.

```
a. go-so (no)
b. might-sight (light)
c. whirl-curl (girl)
d. play-may (day)
e. sat mat (hat)
f. tca-me (see)
g. good-would (could)
h. lap-map (cap)
i. now-how (cow)
j. run-sun (fun)
g. good-would (could)
k. shoe-do (chew)
l. sticks-fix(mix)
```

- 17. Teach the children a poem on the blackcoard. The second day, review it orally, then pass the poem cut up in strips and have the children glue the lines on paper in the proper order.
- 18. Have the first graders say the days of the week and the month's of the year. Second graders can do this as well as count by two's, ten's and twenties, also the four seasons.
- 19. Have several children sit in a circle. The child gives a sequential pattern in movement, letters, words, or numbers and points to the one whom he wants to repeat it. The teacher should demonstrate first.

Second Grade

20. The teacher says the names of the letters and the child says the sounds these letters make.

```
a. r-s-h-d c. t-c-w-n-v e. g-s-m-t-p g. k-g-w-r-t-m b. t-h-m-s d. f-g-n-s-r f. p-t-j-l-f h. d-w-z-h-r
```

- 21. The teacher says the sounds of the letters and the child repeats the letter names. The above letters may be used.
- 22. Give each child a set of numbers from 1-9 printed on 2" square cards. Call out a series of 3 numbers and ask each child to form the sequence. Vary by using pictures, letters and words gradually increasing the length.



GUIDELINES FOR VISUAL MEMORY

- 1. A response is considered correct when the child has the right sequence as well as the right number of items.
- 2. To determine if the child has passed the item, the exposure time should be no longer than 5 seconds.
- 3. Criteria for passing; Kindergarten: four items in a row twice on the same day First grade: five items in a row, twice on the same day Second grade: six items in a row twice on the same day
- 4. If a child fails the same item twice on one day, take away one object etc., to make the excercise easier.

SUGGESTIONS FOR VISUAL NEMORY

- 1. Play "Concentration" with picture cards. Show the cards, then place them face down on the table and ask for the picture of _____.
- 2. Line up a series of school supplies, have the child look briefly, cover his eyes and you remove an item. He is to find what is missing and put it in the right spot.
- 3. Touch parts of your body in an increasing sequence, then the child can imitate. You might want to practice with the group as a whole, initially.
- 4. Hand signals can be worked out, understood and practiced individually before introduction of a sequence. Some signals which could be used are:
 - e. circle with index finger a. one finger held up

 - b. two thumbs up and thumb c. hold up three fingers f. crossed fingers
 - d. cross two index fingersg. index finger in other palm.

You may want to draw these signals on a card.

- 5. Introduce the skill of following patterns by doing the following in order:
 - a. trace simple patterns and designs
 - b. follow dots from a pattern
 - c. copy a pattern
 - d. copy pattern from memory



BEST COPY AVAILABLE

. Visual Memory

Pare two

- 6. Show a pattern and have the children make it with a peg board set, colored blocks or sticks. Sequential pictures should not be used as they reveal too many clues.
- 7. Arrange farm animals, doll furniture or blocks in a setting. Pictures can be used if you don't have the objects. The child puts his head down briefly and one or two pieces are rearranged. The child is to identify the change and rearrange the furniture back.
- 8. Arrange pictures in a row. One child covers his eyes and another child scrambles them. The first child then rearranges them.
- 9. Game of "Dectective". Ask a child to leave the group, then ask the other children about his name, color of hair, eyes, shoes, dress, etc. An alternative is for a child to describe a classmate without looking at him.
- 10. Make a rainbow out of colored strips of paper. Take a color away and let the child guess which color it was.
- 11. Cut the squares from an old calendar. Arrange two (gradually increasing for the criteria) squares in any order and allow the child to look at them for five seconds. Then the teacher should cover her squares while the children try to arrange their squares in the same order. If you decide to use shapes, they should be of the same color.
- 12. Use colored poker chips, blocks, rod or sticks in different color sequences. After making one, have the children look at it for five seconds, then they try to reproduce it.
- 13. Make up little scenes with farm animals, Disney characters or other toys. Have the children look briefly, then they cover their eyes while you change everything. They are to put it back in the original way.
- 14. Show the child a series of letters (not numbers) that do not make up a word and have them copy it with their own letters. Then see if they can mix up their letters and do it from memory. Plastic letters are good for this.
- 15. Start with one pattern, then make a sequence of patterns with sticks or pencils. First they can be copied directly, then mix up the child's sticks and have him make it from memory.
- 16. Use pre-writing design cards and 1" cubes. Have the child make the pattern by placing the colored cubes on top of the design cards. As a second step, he builds the design beside the card. Next have him orente the pattern from memory.



BEST COPY, AVAILABLE

Visual Memory

Page three

- 17. The following may be arranged in a sequence for the child to view, scramble and rearrange. Viowing should be for 5 sec's.
 - a. geometrical designs
 - b. seasonal symbols
 - c. flowers of all kinds
 - d. animals
 - e. hats
 - f. coins

- G. Indian designs
- h. stars of graduated sizes
 i. lettors

 - j. fruits and/or vegetables
- k. musical instruments
- 1. blocks of various shapes

First Grado

j,

- 18. Cut apart comic strips and have the children sequence them.
- 19. Have the child observe patterns of read and black checkers. Hix them up and have him rearrange them in proper sequence.
- 20. Arrange a row of pictures and after are removed, the child names them in their proper order. Sequencing pictures may provide too many clues for thier use in this task.
- 21. Write consecutive numbers from 1 15 on the chalk board or newsprint taped to a cupboard, in three columns spaced vertically about 6" apart and horizontally about 12" apart. Short words could also be used. Have each child stand about 5° from the board and read aloud the words in each line. After reading the last word on one line, he should without moving his After readhead, shift his eyes quickly to the next line and see how rapidly he can follow the word just read with the first word of the new line.
 - 22. Have a series of objects in addition to 3 x 5 cards with pictures of the same objects. Show the objects in a certain order, cover them and ask the child to arrange his pictures in the same order.

Second Grade

- 23. Place pictures of activities which tell a story on a flannel board. Then ask the child to group the pictures in a sequence that makes a story he can tell.
- 24. Cut storics apart and put the sentences back in order.
- 25. Build sentences with word cards.
- 26. Have the child look at a page in a picture dictionary or catalogue and try to recall the pictures. No particular order or sequence of response is emphasized until the child cen remember 75% of the pictures.



Visual Morory

BEST COPY AVAILABLE

- 27. Have each child look at the family car and copy the libense plate number. Have the group make tag board license plates. The teacher flashes the license plate and the children write down the numbers. You may want to use a combination of the first two numbers and letters then work up to the full sequence.
- 28. Divide a story Three Little Pigs for instance, into three parts. Write a simple playlet with four characters. A wolf and three pigs could act out the story. Put three or four sentences about the story on the board and ask the children to write them in the order in which they occurred.
- 79. Have the children write current spelling words on he squared paper, one letter to a square.
- 30. Use "Scrambled Words" where each word in the week's spelling list is written on the board with the letters scrambled. The child writes them correctly. If this excercise is at the beginning of the week, use the previous week's spelling list.
- 31. Have the child draw a sequential story with one picture on each of four pages. Another child can rearrange them in proper order after theu have been scrambled. Ideas include:

Dog sees cat near tree
Dog runs towards cat
Cat goes up tree
Dog at base of tree, barking

Child getting blocks
Child building with
blocks
Baby crawling to blocks
Baby knocks down blocks

- 32. Write a simple word and let the child look through magazines for samples of letters that form the word. Let him paste them on a sheet of paper. You may want to use a box of letters you have previously cut out.
- 33. Give the children a series of shapes. Prepare a series of designs on paper. Held the design: up, then turn it down and have the children arrange their shapes in the same design.
- 34. Do the same as above, but have the children draw the design they saw.
- 35. Draw any kind of figure or design on paper. Have the child lay colored string on the design, following the lines carefully.



BEST COPY AMILABLE

GUIDELINES FOR GRAMMATIC CLOSURE

- 1. By the end of third grade, all plurals should be used correctly.
- 2. Avoid overuse of stereotyped phrases in any one executes, i.e., I want, I see, etc. Use as much variation as possible.
- 3. When it is obvious a child is not going to get a specific grammatical concept with a specific excercise, make note of the unlearned words, and incorporate them in a succeeding excercise.
- 4. Please indicate on the excercise page which excercise is most diffioult for the spanish children and their grade level.
- 5. Give all the sonteness, word pairs, etc. listed. If a child fails, you may want to add your own sentences. Do not stop after eight items.

SUGGESTIONS TO HELP GRAMMATIC CLOSURE

h. They was (were) having a party.

ERIC

a. Two monkeys had came (come) to the party.

•	Tell the child en incomplete mentence such as, "The color of this dress is" Ask the child to point to a dress worn by the teacher or girl in the class, using the proper word.
	a. Her pensil is f. Can you go to the? b. On the roof is a g. The teacher is c. That girl has h. The blackboard is d. Five people in class are1. Some children are e. Outside the weather is J. We all like
•	Continue as in excercise i. These sentences are a little more involved. Pictures may be used to provide clues.
	a. I go to the greecry store to buy
•	Read aloud each sentence with the grammatical errors. Ask the nild to raise his hand when he hears an error. Then ask him to rite or say the sentence correctly.
	a Wa seen (sew) the enimals

F. L.

Granwatio Clubura

d. A boar come (came) with a tigor. e. Pour clophants was (wore) denoing. f. One tiger were (was) dancing too. g. A lion had came (come) late. h. We seen (saw) a few rabbits. 1. They was (were) having fun.

J. The birds mas (were) singli-.

k. Fin word had by all the animals. (was)
1. Now it is time for them to went (go) home.

m. Yesterday I am sitting (sat) on the chair.
n. Yesterday I am driving (drive) my car.

o. I have went (gone) to tom.
p. Yesterday I am listening 'istenet' to the class.

q. Yesterday I am ruming (ron) fast. r. I can dressing (dress) mysolf.

e. The mouses (mice) ran arey. t. I lest two toothe (teeth).

u. I have two foots. (foot)

v. I see many oblide. (children)

4. Singular - plural

Have each child tell which group of words does not sound right.

a doll-a dolls two wagon-two wagons six ball-six balls a book-a books meny mice-many mouse one tooth-one teath that deer-that deers some thelf-shme theires more woman-more women

four day-four days sho singing-che sings goed nights-good night nob gid-nob egid their foot-their feet a mon-a man those cheep-those shoeps

(game)

one cost-one costs hay rung-boy runned nome here-come here two cat-two cats Bome Goorg-Bome Gees two half-two halves a knife-a knives a calf-a calves

5. Have the children change the tense of the omitted verb, as you say the sentence.

a.	Me MITT SING COOKA. TERRETORA "C
b.	I play and run. Yesterday I played and (ran) I rode on the bus yesterday. Today I will on the bus. (ride)
o.	I rode on the bus yesterday. Today I will on the bus. (rive)
d.	She swam in the pool yesterday. Today she dosen't went to (nwi
A.	He can blow up ballooms. Yesterday no
-€0	Now Tilese to Amen Vertender in two Dichiels INFRI
~	- NO 464 15 PAG SA CHAPA BY TATE HIR DELIMA I BULLUALIAN IN A GRAND TATE TO THE
ii.	Rick hung a picture on the wall. Next week he will the other ?
	one (bester)
1.	I will write a letter today. Yesterday I one too. (wrote)
1.	Mother daid I may talk on the phone. I hope tommorrow I
	And the same fallow and a many and the same to the sam
k.	Yosterday I walked for 3 miles. Tomorrow I'll 4 miles. (walk) My daisy grew 3 inches. How much will ittoday? (grow)
1.	My dalsy grew 3 inches. How much will ittoday? (grow)
<u> </u>	Don't stand on my foot, but he on it anyway. (stood)



Grammatlo Clonura

Pago 3

6. To encourage the child to enswer in complete sentences, use pictures on the flammel board or chart holder. Children can listen to the teacher then enswer the riddle in <u>nozplete sentences</u>.

PICTURES: apple, flag, fence PICTURES: Boy, bed, chair RIDDLE: I am noft.
I am good to eat.
I have a pecling.
What am I?

You are an apple PICTURES: Boy, bed, chair RIDDLE: I am noft.
I am noft.
I am large.
I need sheets.
What am I?

RIDILE: I om small
I am red, white & blue. I am soulve.
I have store and stripes. I go to school.
What am I? FLAG What am I? BOY

RIDDLE: I am wood. RIDDLE: I am largo.
I am long and straight. I am soft.
I go around a yard. I am to sit it.
What am I? FENCE What am I? CHAIR

PICTURES: Fire, church, plane PICTURES: Ust, mop, soap RIDDLE: I am clothing.
I can burn you. I am put on your head.
I destroy things. I keep your head warm.
What am I? FIRE What am I? HAT

RIDDLE: I am a building. RIDDLE: I am soft.
I am used on Sunday. I am soft.
Records pray in me. I clean the floor.
What am I? CHURCH What am I? MOP

RIDDLE: I am a machine. RIDDLE: I am hard.
I fly up in the sky. I am slippary when wet
I take people for rides. I clean your hands.
What am I? AIRPLANE What am I? SOAP

You can make up additional riddles using children in the classroom, or things in the cohociroom such as dosk, clock, book, window, calendar.

7. Teach the children to make automatic responses by giving him paired words. First teach him the pairs, then give him one word and he is to may the matching word. You may want to use pictures.

Hammer-neil school-study man-women aunt-uncle sleep-bed toys-play eat-broakfast brother-slate mother-father scap-water table-chair cake-ice cree sail-boat horse-ride pencil-write book-read

8. Have the child fill in the missing nouns as you say the sentences.

Page four

c. The glasses or c. I had one bag of Thats a protty g. The woman went h. Our sidewalk we closn. (sidewalk we closn. (sidewalk we closn. (sidewalk we closn. I have two hand k. I have two hand h. I have one nose that one of That child was n. Fatty has one of the calf is drother to alf is drother for the woman is sidewalk mouse.	f leaves. Now I have find to her sawing club is littered, but all miles have and two for tooth. I can of playing with many foll but Jenet has culy one shate. (Alleing near the house other is too small to playing the other is too small to play in the other is too small to play in the other is too small to play in the other is too small to play in the other is too small to play in the other is too small the other	ave three some more some more the other d Jim combed the cet) new with all my ve two other three kn you skate on use. He is not play ball how to cool ay with the bla	?(leaves) r(women) were neir(hair) other(teeth) noses) shildren) holls) hoth?(skates) s playing with the l. (men) s. (wemen) s. (wemen) res for simple
seutenoos which en and 'tomorrow'. I noint to the next	nphaelze tense. XC	re and say "Mio I "The boy has	'yesterday', 'today' ocy is going." Then ". 'Gone' should
Suggested tenses:	go-gone-went sit-sat uee-saw	hido-hid rido-rodo ring-reng	run-ren

- 10. Collect pictures which show each object as a single unit in one pictured as a mutliple unit in a second picture, i.e. one child-many childred as a mutliple unit in a second picture, i.e. one child-many childred laife-imives, horse-horses, dress-dresses, house-houses). Find cut if the child recognizes the singular and plural of each object by having him point to the correct picture as you name it. If the child can do this, then ask questions about the pictures, i.e., "What is the man doing?" ans: "The man is sleeping.", "What are the mon doing?" "The man are running." You may also want to consider the adjectives, one-few, many-several.
- 11. Children have difficulty with comparison words. Drawings to illustratives words can be done by the child or cut out of magazines. It can be difficult to find plotures for these.

tall long short old funny	taller longer shorter older runnler more	tallest longest shortest oldest funniest most	good sweet fat skinny red	better sweeter fatter skinnler rødder less	best sweetest fattost ekinniest redddst loast
---------------------------------------	--	--	---------------------------------------	---	--



Grammatic Closure

Page five

FIR	ET GRADT
	Say both sentence pairs in their complete form. Then repeat the paired have the child fill in the missing word.
•	a. The cat was wet. b. Jump up high. c. The pig is fet. d. The back is white. f. My hat is on my head. h. We see the moon at night. We see the sun in the
13.	Togoh the proper use of the future tense. Ask the child to fill in the right word.
	a. Tomorrow I read a story. (will) b. I go shopping again. (will) c. Terry erase the board another day. d. I corroct the papers next week. e. He do it again. f. The show go one next month. g. He navor be bad again. h. They buy one soon. 1. Scon mother cleaning again. j. The baby grow up.
14.	Teach proper use of thep past tense. Ask the child to fill in the right word.
	a. I went to the zoo. I
15.	Have the child supply the appropriate verb tense. a. I know the paper will tear because I already(tore) it.
RIC.	b. He (is) going right now. c. He will choose me. Last week I (Chose) him. d. If I come, who else will (como)? e. She will drink it now. He (drank) it yesterday. f. Somebody drove the car, but I can (drive) it now.

Grammatic Closura

Page Bix

	g. Some cookies were eaton, but there are more to(eat). h. I gave it to you. Will you (give) it to me? L. We hear it now. They(heard) it last night. J. When the boy came, he(gave) me a present.
SEC	COND CRADE
16.	Make a ditto of the following excercise and have the child fill in the blank with the opposite word.
•	a. back fat cold (hot, front, thin) b. head aunt girl (uncle, toe, boy) c. tall sweat dark (sour, short, light) d. new stop big (go, little, old) c. out down come (up, go, in) f. happy day fast (night, sad, slow) g. hard work) remember (forget, play, soft) h. wet laugh high (cry, low, dark) l. black thick long (thin, white, short) j. sleep dull open (awake, bright, shut)
17.	Tell the child every seventh word is left out. He is to find the answers from above the story and fill them in. The Black Bear (said, he, get, himself, when, to)
	When Jim went to the zoo, saw a black bear. He watched
	the bear took a swim. When he out of the pond, he shook
	He stood on his hind legs the zoo keeper gave him
	some meat. Jim goodbye to the black bear when left the
	zoo to go hack his home.
18.	Using correct tense. Ask the child to cross out the incorrect word
FRIC	a. Ricky come when Carol call called. b. Shella will work worked for mother. c. I will red read a story d. The board will be erace erased. e. Rick can paint painted a picture tomorrow. f. I went would like to go shopping tomorrow. g. I can ride rede the horse. h. They has had a party. 1. Some people can run ran. j. Yesterday we see saw the movie. k. Who cat ato the cake. l. Everyone sing gang last week. m. What did you brought bring?

Grammatio Closure

Pago seven

- n. Give Gave me the doll.
 o. Will you swim Swam?
 p. Sat Sit on the chair now.
 q. Did you come camo?
 r. Do Did that right now.
 s. What Just flew fly by?
- s. What just flew fly by? t. She had have a flower. u. When can you told tell me?
- 19. Have the child fill in the right ending.

s - ed - ing

- a. Lassic is watch me. He need a bath. Oh! He bark end ran away.

 b. Sue look at me. She see a bug. The bug is fly acund.

 c. The cat is run . He bump into the door. Now he mew .

 d. They are build . It look like a house. I ask the man.

 e. Nother is cook . She bak a cake. It look good.

 f. The gate is open . Now it shut . It is clos .

 g. Who open the door? It must stay look . Sue is look it.

 h. The wan is paint . Now the wood is paint . He paint aloom.

 1. They are walk . They walk yesterday. Who walk with the shine shoes. He already shin mine. Is he shin yours
- 20. Read the complete sentence to the child and have him repeat it. Then read it several times, omitting a different word each time and have the child complete it each time.
 - a. Bob wonted to play with Lassie.

 Bob to play with Lassie.

 Bob wented to play with Lassie.

 Bob wented to play with

 b. The hungry birds wanted to be fed.

 The hungry wanted to be fed.

 The birds wanted to be fed.

 The birds wanted to be fed.

 O. Jim wented to ride the white pony.

 Wanted to ride the white pony.

 Jim wanted to ride the white pony.

 Jim wanted to ride the pony.

 Jim wanted to ride the pony.

 Jim wanted to ride the pony.

clowns are very funny.

Circus olowns are funny.

Circus are very funny.

e. We had fun at Kim's party.

We had fun at Kim's party.

We had fun at Kim's party.

We had fun at Kim's party.



GUIDELINES FOR SOUND BLENDING

- 1. There should be & second interval between sounds given.
- 2. When sounding out words, sound out only the sounds and not the silent letters.
- 3. For extra rhyming ideas, use the Teachers Guide for the phonics workbook, All Through the Years.
- 4. In sounding out words, make sure you only sound out one letter at a time. There is a tendency to inclyde a vowel with a consonant, ex: 'ba' for 'b', 'fa' for 'f'.
- 5. Dittos are not good for any excercises using specific sounds unless indicated. We want the children to hear and recognize the sounds auditorily and not through visual means.
- 6. Children failing in the auditory closure testing are included in these excercises.

SUGGESTIONS FOR SOUND BLENDING

- 1. Give the children practice in false association of words in sentences by asking what is wrong with these sentences.
 - a. The bathtub was in the kitchen.
 - b. The car was parked in the livingroom.
 - c. The bed was found in the flower pot.

 - d. The food was in the tree.
 e. The dog read the story.
 f. Nother served the milk in hats.
 - g. The children were ice skating on the sidewalk.

 - h. The dog flew over the fence.

 1. The children were wearing boats.
 - j. The elephant rode the horse.
 - k. Giraffes are the shortest animals in the zoo.
 - 1. The bird barks all day.
- 2. "We are farm zoo animals. Can you guess our names?" Have each child whisper the name of a farm animal to you, then he can tell the rest of the group only by saying the first sound of its name. Vary this same with colors, fruits, etc.
- 3. The above game can be adapted to the names of the children in the classroom. Sound out the entire name slowly when the initial sound is not enough of a clue. "I see a girl named B__"



Sound Blending

Pago 2

4. Have the children tell you how these words are the same or ask what you are talking about. The first column is appropriate for kindergarteners.

roses-daisies (flowers) bed-chair(furniture) Tues.-Sat. (days) June-May (months) June-May (months) school-library (buildings/ places) shirts-shoos (clothes) apples-grapes (fruits) cat-duck (animals men-children (people) 10-8 (numbers) 10-8 (numbers) men-children (people)
bread-butter (food) highways-drives (streets)
red-bluc (colors) avacado-palms (trees)

5. Ask the child which words do not bolong in the group. Then ask why the other words do belong.

pig-dog-hat toy-doll-gun-desk knifc-salt-spoon-fork car-truck-ball-bus pie-cheese-book-apple yellow-eyes-ea book-pencil-lunch-chalk hat-coat-mop red-blue-white-sweet glass-cup-plate-eggs rain-truck-clouds-sky ogg-cake-leg apples-pear-oranges-milk cold, light, warm, hot sun-moon-dirt sun-moon-dirt

6. Help the child develop the skill of associating given words. Ask him what goes with the first of each word pair.

Bread and (butter) hat and (coat) mommy and (daddy) cup and (saucer) chalk and (eraser) salt and (pepper) ice cream and (cake) soap and (water) bat and (ball) table and (chair) boys and (girls) knife and (fork) dog and (cat) stop and (go) comb and (brush)

- 7. To gove further practice in sound blending, the following rhymes can be used since the enticipated rhymn is rather obvious. Then necessary, appropriate pictures can be used.
 - a. The fuzzy cat chased the (rat.) d. Let's bake a (cake). b. He sang until the bell (rang). e. We will eat the
 - (moat). c. Nod is going to (bed).
- 8. Have the children recall some familiar nursery rhymes. Say two lines of a rhyming couplet and lot the children supply the missing word that rhymes.

Hickory, dickory, dock.

The mouse ran up the ____(clock).

Jack and Jill
Went up the ____(hill). Jack and Jill

Rain, rain so away Rub-a-dub-dub Come again another ____(day) Three men in a ___(tub).

High diddle, diddle Little Jack Horner Sat in the ____(corner). The cat and the ____(fiddle)

Little Tommy Tucker Humpty-Dumpty sat on a wall Humpty-Dumpty had a great Sings for his ____(suppor)



Sound Blending

Page 3

- 9. Short rhymes in poems may be used.
 - a. He hit the ball when it bounced off the ___(wall).
 - b. She hit the oat with the ___(bat).
- c. The train ran through the ____(rain).
 d. Don't cry, I'll give you a piece of ____(pie).
 e. We found dill at the bottom of the _____(hill).

 10. Read the rhyme below. The child supplies a color word which rhymes with the underlined word.

What color rhymes with shoe? What color rhymes with bed? And muff, and fan, and kito? That's easy to put down, With ink you like to write. what color rhymes with Jack? And with a funny clown. what color rhymes with mellow?

11. This time the child is given the word and asked to think of the rhyming word.

cell-ball ring-sing top-hop fish-dish sail-tail book-look ink-pink jack-tack clown-town play-day site-kite hill-pill lame-game car-tar me-tea brick-kick pair-chair log-dog

- 12. Lotto cards or other picture cards can be used by saying, "I will slowly say a word like this, 'ch-e-ir'. Look on your card to see if you need that picture. If so, say its name and I will give you the picture." You may want to review the cards with the children, sounding out their names before actually begining the game. Animal and family pictures are good for kindergarten and first grade.
- 13. Display pictures of familiar objects for the child, ic., hat, can, car, flower, etc. Give him the beginning of the word and he chooses the picture to complete it. After he has been through at least eight pictures, refor to the same pictures again and give him all but the first sound of the picture. He is to choose the picture and say it correctly.

cat-on dog-do table-able flower-flow cat-_at dog-_og table-_able flower-_ower

FIRST GRADE

14. Introduce sound blending words which represent objects in the classroom. "Find something on my desk with the name b-oo-k. For may went to consider the following words which are broken up into their sound units.

d-oor p-e-n-c-i-l d-e-s-k r-o-pc w-i-n-d-ow f-l-oo-r t-a-b-lo l-i-t (light) r-u-l-er b-oy z-i-pp-er sh-ir-t p-l-a-n-t c-1-i-p



16. Ask the child to think up as many words as possible to rhyme with the selected word. Words to consider may include:

ball	book	fish	run	rat	boat
car	sail .	ring	top	hen	block
hill	play	mouse	chair	tell	some
blue	shirt	rug	man	she	card

47. Give the child a word and let him find objects in the room which rligme with the word.

Word	Object
lumber	' number
block	clock
cook	book
tall	ball - wall
hen	' pen
talk	chalk
rope	soap
label	table
poor	door
toy	род
fair	chair
f⊌x	ьох
curl	girl
flight	light
bug	rug

18. Continued practice in locating sounds in the beginning, middle, and final positions in words will help to develop auditory sequencing skills. Have a paper with three pockets on it. Also give them a card with a letter on it. ('s' for example) Say the word 'sand' and have a child put 's' in the first pocket since he heard it at the beginning; taps, 's' in the last pocket, etc

Beginning Sounds

19. Have the child say the sound of the omitted letter.

- a. The flower was very retty. (f-p-b)
- b. The old oak tree fell own. (t-d-b)
- c. The baby was playing in her rib. (v-t-c)
 d. The dog is chewing his one. (b-t-p)
 e. That car can go very ast. (a-e-f)
 f. I forget to drink my ilk. (m-g-n)
 g. Leaves turn brown in the all. (t-f-j)
 h. The family went on the icnic. (p-d-t)
 i. The train want down the racks. (d-t-1)

 - i. The train went down the racks. (d-t-1) j. When I am happy I like to ing. (c-s-e) k. I put the horse in the arn. (d-t-b) l. Before bed, I take my ath. (b-f-c)

 - m. The clown was very unity. (p-f-g)



Sound	d Blending	- TOPE	Page 5
	Ask him to fill in the blank wis	th a word that st	carts with the same
	chalk pencil (picnic, chair, le	lunch eg, dirt)	door
	letter hear (must, lost, him	milk	bark
	app le car (door, can, even	down	every
	fastgood(give, fat, too,	hat	turn
	jump kick (go, just, keep,	now)	new
	(when, over, run,	saw, see)	week
Eudi	a g Sounds		
21. /	Ask the child to fill in the sar	me ending sounds.	
	(t-ee-tr-k-n-sh-pa. The boo helps me coo. Wear a ha when you ba. The windmi was very sti. The tr_ fell on my kn.	f. The he was g. The shi wilh. The wit has	
a to d e f	(ar-er-ir-or-ur) i. I heard a b d sing his song. i. The tig belongs to the cat i. The h se is in the b nyard. i. T n the handle for wat i. She has a pa of shoes. i. The wood is b ning. i. The c had a flat t e. i. The t key spread his wings.	i. Janet has c family. j. My ro k. I like brea l. Buy milk at m. I see a st n. She w e he e. We will pla	_ly hair. om is upsta_s. d and butt the st_e. in the sky. r new dress. y aftlunch.
23. I	imitate one another in sounding save at least 5 turns, second gr	out words. Firs	t graders should -10.
24. G	ive a sentence with one word so	unded out.	
b c d e f	The cat catches the <u>r-a-t</u> . The witch has a long <u>n-o-se</u> . The owl sits in a <u>t-r-ee</u> . The The <u>d-o-g</u> wagged his tail. The white <u>h-or-se</u> won the rac. The turtle has a <u>h-ar-d</u> shell. The child is reading his <u>b-o</u>	The w-i-tch has owl s-i-t-s in e dog wagged his e. The white hor . The t-ur-t-le	a long nose. a tree. t-a-il. se won the r-a-ce. has a hard shell.

h. The s-t-r-ee-t is busy. The street is b-u-s-y.

ERIC

- 25. Play Twenty Questions about a lengthy word you have sounded out.
 - a. t-e-l-e-ph-o-ne (I ring, you can talk on me.)
 b. s-i-de-w-al-k (You step on me, I am hard.)

 - c. b-i-cy-c-le (I have two wheels, I go fast.)
 d. m-ou-t-ai-n (I am tall, sometimes I have snow.)
 e. b-r-ea-k-f-a-s-t (I am something you have in the morning.)
 - f. p-l-ay-g-r-ou-n-d (You stand on me and run on me at recess.)
 - g. t-e-1-e-v-i-sion (You watch me, I talk to you.)
 h. v-e-g-et-a-b-le (You eat me.)

 - i. f-ir-p-l-a-ce (I hold logs, Santa needs me.)
 - j. h-i-pp-e-p-o-t-a-m-u-s (I am the fatest animal in the zoo.)

Second Grade:

- 26. Say a sentence about a picture and sound out one of the words in the sentence for the child to guess. Gradually sound out more words in the sentence and eliminate the picture.
- 27. Tell the child to say the sound of the missing letters of the rhyming word.
 - A bag of toys is by my bed. The ball I have is big and _ed.
 - The sky is cloudy and gray. I can't go out to ay.
 - C. When I am called to ea t,
 - I always have some _eat. I like bread and honey. d.
 - To have it you need _oney. The cow went moo, e.
 - After he ate my ee. When we go on a walk, ſ.
 - We sing and _alk. Don't go very far
 - In your new _ar. The rain came down in a shower, on the beautiful _lewer.
- 28. Tell the child the word you have selected, then have 2-3 sentences with a missing word that rhymes with the selected word.

Fall Steve can play with a all. Uncle Dave is a all man. Mast She is the ast one. . The train just want _ast.

Book I have to _ook the dinner. I will ook for my paper.

Rig I saw a pink _ig. The ocean has _ig waves.

The ire is hot. The car has a flat _ire. Dish What a levely ishbowl. When you see a star, make a ish. Phone My dog likes a _one.

Wire

I like an ice cream one.

Cur The Christmas tree is fun to There was a fight with the

kitty and _up.



Sound Blending

Page 7

29. Prepare an answer sheet with three possible number sequences for each set. Give one of the sequences and the child will circle or point to the one he hears.

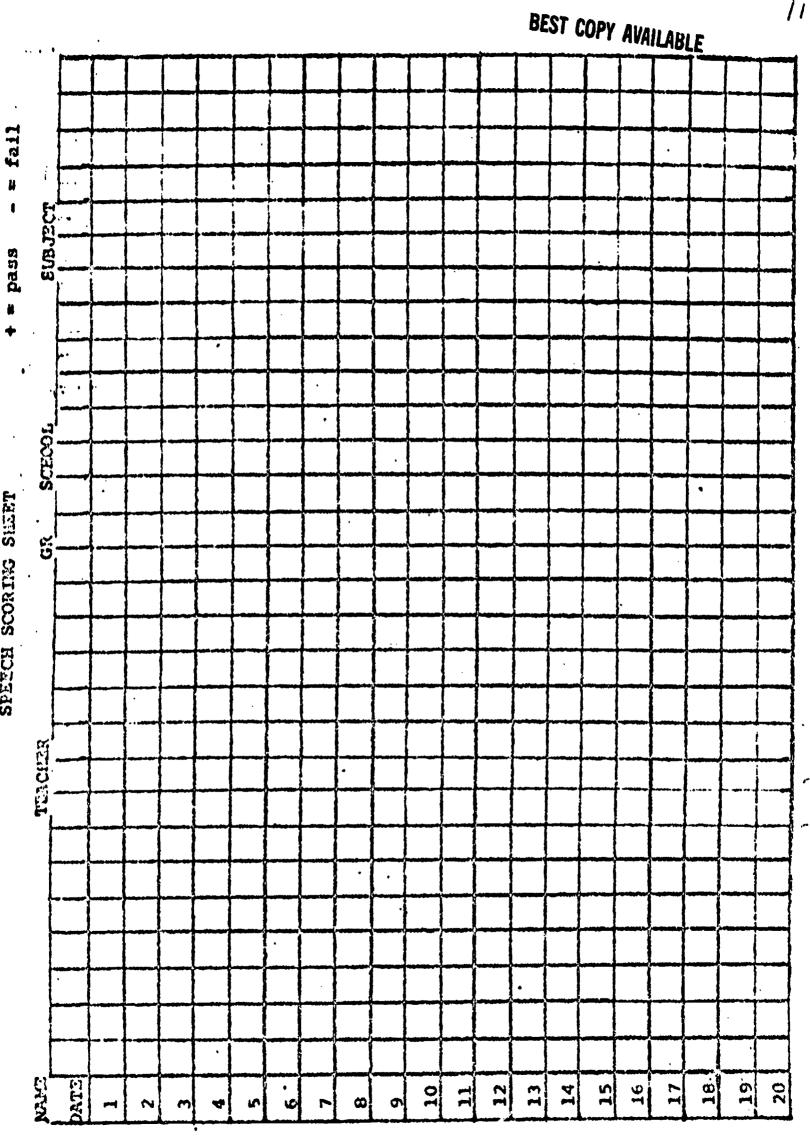
2-4-6	7-3-5	9-1-5	7-2-4	8-3-6	8-5-2	1-2-3
14-2-6	5-7-3	5-1-9	4-7-2	6-3-8		3-1-2
2-6-4	3-5-7	1-9-5	1-7-4	3-8-6		2-3-1
9-5-3	8-7-1	5-9-6	7-2-4	6-2-7	4-7-2	5-3-7
3-9-5	7-1-8	9-6-5	4-2-7	7-6-2	2-4-7	7-5-3
5-3-9	.8-1-7	6-9-5	2-4-7	2-7-6	7-2-4	3-7-5

36. Propare an answer sheet with three possible letter sequences for each set. Follow the same instructions as in exercise 29.

a-s-r-v	b-t-x-3	y-m-r-c	d-z-n-i	e-u-p-k	f-s-l-a	n-1-p-a
r-s-a-v	t-x-0-b	r-m-c-y	z-i-n-d	u-e-k-p	l-a-s-f	p-c-1-a
v-a-r-s	x-0-t-b	r-y-c-m	i-n-d-z	k-p-e-u	s-l-a-f	a-1-p-c
y-b-o-a	g-w-j-b	h-v-p-t	i-c-u-r	d-h-i-l	k-t-s-f	•
0-y-b-4	w-g-j-b	p-h-v-t	u-i-c-r	i-h-d-l	s-k-t-f	
n-y-b-6	b-w-g-b	v-t-h-p	c-i-r-u	l-d-i-h	f-k-s-t	

- 31. Prepare a shee t with five or more pictures. Give two directions for each picture. These are to be given aloud.
 - Put an X above the car and a line under the bed.
 - Circle the reunning boy and put an X beneath the boat.
 - Put a line through the airplane and circle the first fish.
 - Put an X over the cup and on the light.
 - Fut a circle in the box and an X beside the chair.
- 32. Have a child close his eyes. Then perform the suggested tasks and have him tell you what he hears, in the proper sequence. Do not tell them the directions. A tape is available for this exercise.
 - sharpen pencil, knock on door, and rap on table.

 - bounce a ball, clap hands, tap foot write on board, open door, jump on floor
 - tear a paper, open a drawer, hum a few notes
 - tap a pencil, wrinkle paper, make a 'sh' sound
 - snap fingers, blow out, click your tongue
- 33. Have the child repeat sentences after the teacher of up to seven words.
 - a. I like vanilla ice cream and chocolate cake.
 - b. The children had fun at the party.
 - c. The puppy likes to play with me.
 - d. Grandfather likes to walk in the park.
 - e. The sun helps the trees and flowers grow.
 - f. She was looking for her red shoes.
 - g. Mother needs to go to the store.
 - h. David and Mark are playing the drums.
 - i. Terry read a story about wild animals.
 - j. Jim helped the teacher clean the erasers.
 - k. Things that are alike are the same.
 - 1. Rhyming words have the same ending sounds.
- ERIC m. Things that are the same are alik e.
 - in. To talk and talk is to chatter.





250. c

- = fail

SPEZCH SCORING SHIEFT

BEST COPY AVAILABLE Dr. G. Treadway

TEST OF PHONICS SKILLS

•			••	יע	A UT	
Student's name					Grade_	
Tea	cher's nam	ne			Are _	
JUDO	GE RIGHT C	R WRONG ON	ILY WITH R	EGARD TO	THE ELEN	MENT BEING TESTED -
TOM	THE WHOLE	WORDI				
1.	Initial Consonants (1,2)					Diagnosed Skill Needs
•	bub	hub	lub	dug	tub	around a grouphabath a major or dealing
	dub	jub	mub	rub	vub	
•	fub	kub	nul	sub	wub	
	xub	yub	zub	oub	gub	
2.	Final Con	sonants (1	.,2)			
	bub	bug	bum	but		
•	buo	buh	bun	buv		
	bud	buj	bup	bux		
	buf	buk	bus	buz		
3.	Blonds (C	lusters) (1,2.3)			
	brub	blub	scub	sprub		
	grub	splub	busp	bunk		
	prub	twub	smub	stub		
	glub	scrub	frub			Company of the party of the par
L.	Digraphs	(1,2.3)				
	shub	bush	chub	buch		-
	phub	buph	thub	buth		-



BEST COPY AVAILABLE Phonios Diagnosed Skill Vowel Digraph (1,2,3) First vowel sounds Needs out only. daod baib beab beeb (beat) (boat) (babe) (pie) Silent E (2,3) babe buba adod dod bebo dui bib ded bibu dad R Convenilers (2,3) ir, or, ur. - same dred barb bur drid bar (har) (ahuru) (bird) (car) Soft or Hard C (2,3) "o" followed by e,i,or y 8. takes "s" sound. POOT 010 babos doo bice becing cab . k Open and Closed Syllables (2,3) ช่งัช วโ bub 26 bib dåd **ชน์** ded bö bő if the word ends with vowel, it's long. Soft or Eard C (2,3) "E" followed by e,i,or y 10. taxes "j" sound... deg bag bage edog dugub 8 "1" and "w" Controllers (2,3) 11.

12. <u>Diphthongo</u> (2,3)

balt

(a%]¢)

a122

boy boup bow boilb (toy) (cow) (toy)

(balk) (tank)

airle

bawk

(hawk)

awd

(lawn)

Phonics

-3-

14.	Syllabication Principle	<u>s</u> (3)	NOTE CHILD'S VOWELS	PRONUNCIATION OF
	ō/mik	ŏp∕na	5/1	kle
	ā/dim	51/la	รลา	m/ple
	ī/dis	Ĭd/la	pu	b/ble
	ū/ko	dĭt/ta	sp	ốc/kle
• ·	ī/bik	ŭt/sut	wa	c/kle
			mō	/dle
	v/ov	vo/ov		ļe

"le" preceded by consonant takes consonant.

Suggested grade levels from Berbe's Reading Skills Checklist and/or Ha rper Row Basal Series Reading Program.

